SOCIAL ADJUSTMENT AMONG COLLEGE GOING STUDENTS IN RELATION TO EMOTIONAL MATURITY

A dissertation submitted to the

School of Education

In partial fulfillment of the requirements for the award of the degree of

MASTER OF EDUCATION

By

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DECLARATION

I hereby declare that the dissertation entitled "Social Adjustment of College going students in relation to Emotional Maturity" submitted in partial fulfillment of the requirement for the reward of the degree of M.Ed. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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CERTIFICATE

This is to certify that Ms. Sudeep Kaur has completed her dissertation titled as "SOCIAL ADJUSTMENT OF COLLEGE GOING STUDENTS IN RELATION TO EMOTIONAL MATURITY" under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has ever been submitted for any other degree or diploma at any other university. This dissertation is fit for the submission and partial fulfillment of the conditions for the award of M.Ed. degree.

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ABSTRACT

This study was conducted to investigate into the Social Adjustment of College Going Students in relation to their Creative Problem Solving Ability. Descriptive survey method was used in the study were to analyze the social adjustment of college going students; to explore the creative problem solving ability of college going students; to explore the difference between male and female college going students in their social adjustment ; to explore the difference between rural and urban college going students in their social adjustment; to analyze the difference between male and female college going students in their creative problem solving ability; to analyze the difference between rural and urban college going students in their creative problem solving ability; to analyze the relationship between social adjustment and creative problem solving ability of college going students. The sample of the study consists of 200 students of colleges from Kapurthala district of Punjab state. For the purpose of drawing results the investigator used statistically techniques like mean, SD, t-test, coefficients of correlations; pie charts, bar graphs were used as graphical techniques. They results of the study revealed that male and female college going students possess same level of social adjustment, rural and urban college going students possess same level of social adjustment, male and female college going students possess same level of emotional maturity, rural and urban college going students possess same level of emotional maturity, there is negative relationship between social adjustment and emotional maturity among college going students.

Keywords: *Social Adjustment, College Going Students, Emotional Maturity.*

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Abbreviations	Full Form
Df/df	Degree of freedom
Q1	First quartile
Q2	Second quartile
Q3	Third quartile
SD	Standard deviation
SEd	Standard error of difference
r	Karl Pearson's co-efficient of correlation
N	Number
t-ratio/t-value	Critical Ratio
NS	Not Significant

Chapter- I

Introduction of the Problem

CHAPTER I

INTRODUCTION OF THE PROBLEM

1.1 Theoretical Orientation of the Problem

Life presents a continuous chain of struggle for existence and survivals, the observation is very correct as we find it in our day to day life there uninterrupted struggle between the needs of the organisms since ancient time. In struggling to achieve something if one finds that results are not satisfactory, one either changes one's goal or the procedure. According to Darwin's theory of evolution, those organisms who learn n to survive and multiplied, while others, who did not, died out. The organisms who managed to adjust themselves in changed environment can live their life peacefully. Therefore, the adaption to our environment according to the requirements of the outside environment became the basic needs for our survival. Those who can adapt and adjust themselves according to the changing conditions can live in prosperity.

Adjustment may be described as a system of changing conduct to attain the compatible connection with the surroundings. When people say they are in an "Adaptation Time" they normally interpret they are going through of replacement and are looking for position of equilibrium or satisfaction with the surroundings, others or themselves.

Adjustment is the process by which living organism maintain balance between its needs and circumstances that influence the satisfaction of these needs it is the signal of harmonious relationship between man and his environment. The conditions in the environment are continuous chain of changes. We change our nature in order to fit ourselves in the realm of nature. We try to change or modify our behavior for bringing a perfect understanding between ourselves and environment. One feels adjusted up to the extent one's needs are satisfied. The individual tries to alter his conditions in order to acquire control over difficulties in the way of accomplishment of needs. Shaffer's definition emphasis on one's needs and their satisfaction. Human needs are unlimited. Sometimes he fulfills only his urgent needs according to the limits of his environment. He thus tries to keep a proper balance between his needs and his capability of fulfilling these needs and remains adjusted. As soon as this balance is

disturbed, he drifts towards maladjustment. Adjustment keeps harmony between man and his environment. An individual needs to alter himself according to his surroundings. With the changing environment conditions, adjustment becomes an uninterrupted process, If a girl from the city of Ludhiana has to live with a rural family in a village; she would have to alter her behavior in order to accommodate herself in changed environment.

Adjustment is required on the part of every person. If he thinks only in terms of gratifying his own needs without considering priorities of his society, he cannot be adapted to his environment. Adjustment can be explained as both, process and the outcome in the form of some achievement. When a poor child studies under the street light because he cannot afford lighting arrangement at home he tries to adapt himself according to the situation. The attainment of success in his examination is nothing but the result of his adjustment to his environment. Thus, adjustment as an achievement means how effectively and adequately an individual can work in changed conditions and regarded us in achievement that is accomplished badly or well. Adjustment means to fulfill the requirements of the whole society. In its inclusive meaning, adjustment is a condition or position in which the individual's behavior comply to the requirements of the culture or society to which he belongs and he feels that his own necessities have been, or will be satisfied. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.

Adjustment as a process trace out and explains the directions and ends of an individual's adjustment to his self and his surroundings without indication of the good and bad effects of adjustment it only shows how individuals manage themselves according to their changing conditions and what factors affect this adjustment. The process of adjustment can never cease once it starts. A person and his necessities are constantly changing in accordance with the demands of the changing outside environment. As a result, the conditions of an individual's adjustment can be expected to alter from time to time. According to Robert. W. White (1956) writes that the concept of adjustment implies a continuous interaction between the person and his environment, each making demands on the other. Sometimes adjustment is

accomplished when the person adjusts himself according to the environmental conditions. Sometimes, attained when environment accepts his constructive activities. In most cases adjustment is a compromise between these two extremes.

Adjustment is popular expression used by people in day to day life. For example, while traveling in a bus or train, we often hear or use this term, even when a guest comes to stay with us for a few days we have to adjust him/her in our houses. Though sometimes we face problems in making these adjustments, they are important to maintain personal as well as social peace and harmony. Adjustment is maintaining peace and harmony in home, school and society and in the country. Adjustment is a lifelong process which helps individual in managing and coping with the various demands of the environment. As social being we live in society and accept and recognize other members of society. We try to behave according to the norms of society so that we are able to adjust with others. Social adjustment depends on individual interpersonal relations and their interaction in the group, say in the class room or the school social maturity is also important in process of social adjustment. In the process of social maturity the individual try to reach the desired level of maturity expected by the society he live in.

These days, the materialism has an important position in the current life condition. Every person has an inclination to strive and to obtain more and more authority in the course of life. The learners are showing and upsetting and the stress upsetting the mental state of adolescents. A disturbed brain cannot adapt appropriately in the community. It is a famous reality that wholesome adaptation is essential for average growth of a person in the life. Learning teaches individual for wholesome adaptation in different living conditions of present and future. This reasoning suggests that learning and adaptation are interdependent and supplementary to one another. Consequently, it is mandatory for teachers and investigators to realize the fashions in youngsters, college learners and the determinants helping to their proper intellectual wholesome. So current investigation shows dissimilarity in learners' adaptation owing to sex, communal-financial determinants and scholastic attainment and can show the way to discover methods to adapt the poorly adapted learners.

The difficulty of adaptation is an important question of the today's world. The difficulty is a subject of such extensive worries that publications, periodicals, scientific magazines etc. handling with adaptation troubles are become visible regularly. Current century is identified by cognitive disturbance and upset interpersonal connections. The 21st century-a technological period is obliged to shape learners conduct like a device requiring extreme focus and quick response. This would inherently displayed larger danger to the learners' proud and adaptive system. The word adaptation in this investigation most often mentions to the limit of capability by which a person attempts to manage with internal worries, wants, struggles, disappointments and is coincidently capable to produce harmony between his internal requirements and those put by the external world. A well-adapted offspring is one who does not get hurt badly by the interactions as struggles, feelings etc. and whose growth of nature goes through wholesome process of socialization.

Everybody wants acceptance and recognition from and within society. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy task as the personality of each individual is unique organization. This organization has to make special efforts to adjust with others unique organizations, which we call society. Actually adjustment is a wider term used in various spheres of life. In other words we can say that social adjustment is the direction, the teachers should, try to instill adjustment in his students. Teachers should emphasize on the adjustment of his student in the school. It is the teacher's responsibility to help the students cope with the existing situations of the school for this contribution is to be made for improving the social environment of the school. It is the teacher responsibilities to help the student cope with the existing situations of the school. Psychologists use the term adjustment of varying conditions of social and interpersonal relations in the society. Thus we see the adjustment means reaction to the demands and pressures of the social environment imposed upon the individual, whenever two types of demands come in front of us, we adapt or modify one or both of them to correspond each order.

In this fast altering sphere adaptation is a perpetual feature of nature of mankind. Unless an individual is not capable to adapt himself to the surroundings

he/she cannot cultivate his/her nourishing nature. A person of adapting personality can experience a happy or healthy life but a person who is not of an adapting nature always experiences a dull or sick life. Adaptation is a system by which a person find out definite personality to manage with the conditions which he/she achieves through compatibility with his/her surroundings. After finishing middle school various learners enter colleges and other academies. The transformation to college can be painful affair for learners. College is energetic period of life one met with various intellectual transformations in planning of an amazing and satisfying future. They have to adapt with their own transformations in nature on one hand and the modifying communal-commercial surroundings on the other hand.

Some young people who fail to adjust themselves to their surroundings try to obtain the things that they desired through shortcuts which may lead them into crime. Thwarted by circumstances they do not want to face or cannot, eventually becomes neurotics of one sort or another. Banis (1988) examined psychological and social adjustment of thirty obese children and their family. The result consistently indicated that the obese children were less socially competent, had more behavior problems and had poorer self-perception than the non-obese. Kathleen (1999) researched on self-continual, social anxiety, social skills and social adjustment. he investigated that international students study in the united state report significantly lower level of social adjustment than American students. Culture difference may contribute to this problem. A socially well adjustment person is not only efficient and happy in his environment, but also must have a sense of social feelings, he must be cooperative and sympathetic (Adler 1930). A person has social efficiency if he follows the beliefs, values and the norms of the society.

The term social adjustment can be considered as either a process or an evaluation. As a social process, social process is a dynamic concept that includes both doing and feeling. It is the ongoing activity by which a person attempts to satisfy his needs in terms of his roles in society expectations of behavior that constitute his roles. It is that type of relationship which involves the accommodation of individual to circumstances in his social environment for the satisfaction of needs or motives. It is the adaption of the person to the social environment.

Wholesome Adaptation is important for average growth of a person in the course of life and learning process. Learning instructs individuals for wholesome adaptation in different life conditions of current and future. This reasoning elucidates that learning and adaptation are mutual and supplementary to one another. The study administered by the researcher was a true effort to realize the difficulties of adaptation confronted by youngsters in fields- Emotional, Communal, Scholastical and Ordinary/Aggregate area. Educational employees can survey and arrangement for improvement in school scholastical events therefore it would assist in evoluting complete communal and sentimental development among the learning adolescent. The sample consisted of 699 learners learning in high school classes in the region of Haryana. To examine learner's adaptation in the scholastical ,communal and emotional fields in connection to their nature and attainment encouragement three tests- Adjustment inventory for school students A.K.P. Sinha and R.P. Singh , Agra; Eyesenck's Personality Questionnaire(Junior) for E and N- Hindi adaptation by Dogra and Achievement Motivation Test-P. Mehta, Delhi were used. It was developed that attainment has no influence on the adaptation, Extraversion has explicit influence on communal, scholastic and ordinary adaptation and Neuroticism has adverse influence on the emotional, communal, scholastical and ordinary adaptations. Influence of other less important characteristics like sex and place of school are also studied and developed that village learners are well-adjusted than the learners of cities on communal, scholastical and ordinary/aggregate adaptation.

Adjustment is a major concern in all development stages, but is of great relevance during adolescent. Adapting to the changes within themselves and to the changed expectations of a society is a major development task of the adolescent stage, their happiness, aspirations, motivation levels, emotional wellbeing and external environment. Dishion (1990), Feschbach (1987) and Green (1974) explored that good adjustments make the adolescents proud and self-satisfied, motivate them for future success, encourage them to be an independent thinking person and build their confidence and improve the mental health.. School environment include relationship between and among administration, teachers, parents, students and the community that influence overall development through the academic demands of formal curricula and

through exposure to teachers who emphasize academic achievement, motivation to learn and self-improvement (Newman & Newman, 1986). There is increasing realization among scholars that there are many aspects of interpersonal relationships that have the potential to influence academic motivation and scholastic attainment too. These relationship can either facilitate and hamper the developmental trajectory of the student.

Fregussion & Woodward(2000) developed that off-springs of poor communal-financial families are at a danger from a different types of adaptation difficulties. Schoon (2000) developed that communal origins reveals a little but important effect on consequent behavioral settlement. Communal rivalry has no direct effect on youth adaptation. The conclusions of the investigation showed that communal-financial situation and conditions change conduct adaptation during early years of life and later years.

Surekha(2008)in her investigation developed that learner of private institutions are well-settled than of learners of public schools. The learners of private institutions are superior than learners of public schools in scholastic attainment. There is an inverse association between the learners' adaptation & scholastic attainment.

SOCIAL ADJUSTMENT

Social adjustment is very important for success in life. It is commonly defined as a change in habitual conduct and behavior. Which an individual must take in order to fit in to community in which he lives. Social adjustment is an effort made by an individual to cope with social values and needs of a society in order to be accepted. It can be defined as a psychological processes. It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment. As Plato says "man is a social animal". We live in a society and form opinion about others and others have opinions about us. We tried to follow the norms of society so that we can adjust with others. But it is not an easy talk because the personality of each individual is a unique organization. This organization has to make special efforts to adjust with other unique organization in the society.

There is a need of impractical perception for social adjustment. The process of behavior e.g. learning, maturation, sensation, perception and motivation contribute to the process of adjustment. The way we interact with people depends, to a great extent, upon how we perceive them and how we interpret their behavior. The perception about people- what we think, what they like- influence the way we respond to them. Our social perceptions of others are initially based on the information which we obtain about them –in some instances the attribution inference we make about the cause for their behavior. It is of course, important to have accurate knowledge of others before deciding on the kind of possible interaction with them. Impression formation is the process by which information about others is converted into more or less enduring cognition or thoughts about them. When we first meet someone, we usually have access the information how the person looks and where he or she works and what he or she says.

Communal and cultural adaptations are almost identical to physical adaptations. People attempts to be satisfied in their surroundings and to have their physical requirements fulfilled through communal arrangements the live in. When requirements rise, particularly in modern or altered surroundings, they drive forward interpersonal functions meant to fulfill those requirements. In this way people raise their familiarity and ease with their surroundings, and they come to assume that their requirements will be fulfilled in the future through their communal systems. Continuous problems in communal and cultural adaptation may be convoyed by worries or unhappiness.

Social adjustment process concerning human being share hand in glove relationship with human nature. It is the adjustment which is responsible for the organization of behavior to life situation at home, at school, at work. We are deeply influenced by adjustment whiter it is good or bad. How the concept of social adjustment has attracted the attention of psychologists. They agree that a well socially adjustment person is very much needed because he is the one whose needs, the satisfaction of life are integrated with the sense of feeling and acceptance of social responsibility. It will be tell to claim to say that the heart of adjustment problems are pricelessly find either in home condition health situation, social position, emotional set up or occupational involvement. Social position, emotional set up or occupational involvement. Adjustment means adaption of the person to the social environment.

Social adaptation is an attempt implied by a person to handle with philosophy,utility and requirements of a community in order to taken.It can be described as a philosophical system.It includes handling with latest pattern and utility.In the technical words of psychology " adjusting with fellows of community as the best one can" is termed adaptation. Plato marked human being is a societal creature. In a community person construct judgement about one another. We attempt to react according to the rules of the community so that we can adapt with others. But it is not a simple job because the nature of each person is a solitary organization. This organization has to form particular attempts to adapt with other solitary organization. Communal adaptation is the administration, that educators attempt to infuse adaptation ability in their pupils. Educator should stress on the adaptation of the learner in the school. They should assist the learner manage with present conditions of the institution. They should help to upgrade the communal surroundings of the institution.

College time is a period of excitement, one filled with numerous sound alterations in preparation for bright future. One thing is common for all freshmen learners: starting college gives numerous chances for development, different rising problems, and an collection of strong interpersonal experiences. Usually, having a perception of what you're going through assists cut down the adverse effect it can have on your life.It is a process through which an individual keep up an equilibrium between his requirement and conditions that influences requirement gratification (Boring and Langfield. According to Coleman, adaptation is effectiveness of an individual's attempts to adjust his requirement gratification to his surroundings.

In order to find, correlate and study individual adaptation difficulties of Chinese and American learners, Chien (1973) conducted the MPCL and an additional questionnaire to 720 bachelor learners gathered from National Taiwan Normal University and the University of Northern Colorado. The main conclusions based on the statistical study of acquired statistics were as follows:

1. The college learners' cultural experiences were substantially connected with number of difficulties described on the MPCL.

2. For both American and Chinese college learners, juniors described greater aggregate problems of distress than did seniors.

3. Chinese college learners described somewhat greater aggregate difficulties of distress than did American college learners; while the later described greatly more aggregate difficulties of highest distress.

4. The main difficulty fields of Chinese college learners were "Adaptation to College Task," "curriculum and Training Method," "Communal and Entertainment Functions," "Communal-Intellectual Connections," and "Individual-Intellectual Connections."

5. The main difficulty fields of American college learners were "Adaptation to College Task," "Communal and Entertainment Functions," "Communal-Intellectual Connections," and "Monetary, Surviving Situations and Occupation."

6. Both Chinese and American college learners favoured to speak on their difficulties with peers. In addition, Chinese learners were tended to get assistance from parents, relatives, and teachers; American learners inclined to take advice from advisors, parents and ministers.

Asha (1978) administered an investigation on the adaptation styles of imaginative off-springs in middle schools. The conclusions of the investigation were: No pairs divided on the basis of imagination indicated important dissimilarity in fitness, communal and school adaptation fields for the males and females. The three imaginative pairs in the middle if males indicated important dissimilarity in emotional adaptation. Only two subgroups of males indicated important dissimilarities in domestic adaptation. Although, males and females varies substantially in adaptation to conditions that are supposed to producde troubles for imaginative off-springs, the six sub-pairs divided on the basis of imagination indicated no important distinctions. The well-adapted varied on every field of adaptation.

It is accepted that parents have performed better roles in their children's life than any other person. Since the role of parents are necessarily constructive, their effect in the socialization of children cannot be given more importance. It is this judgement that purpose of the study which focused at investigating the effect of upbringing manners and their actions on children's scholastic results. Mostly, the investigations on upbringing patterns have stressed that the type of upbringing pattern accepted by

parents has prominent effect on offspring's behavior, scholastic attainment and job selection (Maccoby & Martin 1983).

Ahluwalia and Kalia (1984) pointed towards conclusion about whether there were important dissimilarities in the middle of youngsters of villages and cities in ethics, adaptation, intellectual and nature. They identified that young males of cities obtained substantially more average numbers on Domestic, school, communal and aggregate adaptation. Adapting to continuous alterations in their interior as well as exterior surroundings becomes main problem for the adults.

It appears that, over the different periods very small quantity of investigation has been made on adaptation difficulties of youngsters. Major difficulties youngsters facing are body looks, fitness and body growth, numbers obtained, connection with members of family, their educators and friends of both genders and domestic adaptation. This poor adaptation may cause absenteeism, lower attainment and other inferior practices of off-springs(Subramanyam,1986) hereditary personality, period and percentage of full growth differs for males and females particularly during teenage.

Banis (1988) explained psychological and social adjustment of thirty obese children and their family. The result consistency indicated that these obese children were less socially competent, had more behavior problems and had poorer self-perception that the non-obese.

Vasishtha(1991)observed that the males who score high showed wholesome communal adaptation than their women counterparts who score high.

It was indicated that strict parenting was connected directly with anger and inversely with group acceptance, communal-efficiency, eminent studentship and school scholastic attainment. On the contrary, parental authentic pattern was connected certainly with signs of communal and school adaptation and inversely with adaptation difficulties. The outcomes pointed out that incongruent with the debate in the writings (e.g. Steinberg, Dornbush, and Brown,1992), authentic and strict parenting procedures

were associated to communal and scholastic presentation in Chinese off-springs (Xinyin chen et al.,Qi Dong, Hong Zhou, 2013).

Alexander and Rajendran (1992) found that women learners are well-adapted than men learners. Parents' knowledge effects their off-springs adaptation. Learners of good qualified parents are well-settled than learners of low qualified parents.

In an investigation administered by Gerdes & Mallinckrodt,(1994) identified that the transformation between high school and colleges can be daring and various alterations happen in emotional, communal and scholastic adaptation. Adaptation problems, lonesome and stress are most general these days in the middle of college learners than their friends who are not in college. In the new community, life is becoming very tough and struggling regularly. If an individual is better adapted only than one can live without mental depression which effect in bad adaptation. Hence adaptation is highly significant in one's life.

Lewandowski and Arcangelo (1994) examined the social adjustment and self-concept of 81 adults (18 to 26 years old), 40 of who received special education services under the learning disabilities designation and 41 of whom had regular education programming. Subjects were mailed a set of questionnaires about their current functioning, including a social adjustment Scale-Self Report and the Tennessee Self-concept scale. Results indicated no significant difference between groups on social adjustment measure or any of its subscales, or on the measure of self-concept. A small subset of objects in the learning disabilities group had clinically low self-concept scores.

Sabu (1996) made that village students are having ill communal adaptation than the students of cities. Middle school learners are confronting various difficulties and these difficulties have substantial connection with their communal adaptation.

Right from childhood, off-springs obtain knowledge and characteristics and attitudes that they show during their life span. In the process of socialization parents and other   statistics attempt to make off-springs in such a manner to learn moral goodness developed by the community. It is the responsibility of parents to perform this significant role of socializing their off-springs into their communal environment as initial agents of socialization. They have constructive impact on the emotional,

psychological and communal growth of off-springs (Hughes, Kroehler & Zanden,1999).

Kathleen (1999) conducted a study on self-continual, social anxiety, social skills and social adjustment. He investigated that international students studying in USA has significantly lower level of social adjustment than American students. Culture difference may contribute to this problem. A socially well-adjusted person is not only efficient and happy in his environment but also must have sense of social feeling and must be cooperative and sympathetic.

Parcel et. Al. (2001) reported on the effect of home and school on the child's social adjustment. The national longitudinal survey of youth merged child mother data was used, to which they added indicators of capital in the children's school. Findings suggested that school capital effects are more dominant. They derive inferences regarding how investment at home and at school work together to promote child's social adjustment.

Mary (2002) conducted study on the social adjustment of private high school v/s public high schools. He defined social adjustment as social and academic success or failure. The purpose of the study was to determine if the type of school have any effect upon social and academic success in the college environment. It was found that the type of school significantly effects social adjustment i.e., social and academic success through their or failure.

Hannum et al (2004) conducted study on the effect of family conflict, divorce and attachment patterns on the psychological distress and social adjustment of college freshmen.

Anonymous(2004) has studied inclinations between 1983 and 2003 in adolescent's emotional condition and well-being, as describe adolescent people and health has developed that adolescent people are developing more acceptable to anxiety completely about college and job difficulties. The psychologists are more interested with adaptation to requirements of two types. One is first, a communal requirement and other is an interior biologically based requirements regularly or in struggle with interior communal need.

Windy and Ronald (2006) found that males have higher overall adjustments than females regardless of living environment.

Kolhorst (2010) examined and explored the adjustment process that how attachment relationship changed over time between the parent adult child among a sample of 168 college students , it indicated that attachment variable were all positively correlated to adjustment to college during different year . However different attachment variable were positively related to creative problem solving ability in year one and three suggesting an evaluation takes place in parent child relationship during college. Despite these, significant correlation, regression analyses revealed that the quality of parent child relationship was only significant predicator of adjustment during year one and more than one.

Mattanach et al (2010) examined the effect of peer led social support group intervention on college adjustment. Results of this study suggest that a cost effect positive affect on student's social adjustment to university at large 4 year institute by peer led intervention program.

According to Walsh (2011) adjustment disorders are controversial DSM diagnoses because of their relative lack of diagnostic validity and reliability. Many social workers feel relatively comfortable using these diagnoses, how're, because they acknowledge a client problematic reaction to environmental stress than assuming an internal functioning deficit. There is relatively little professional literature about the nature treatment of adjustment disorders. The purpose of this article is to explore their suitability as clinical diagnoses, and to provide, through two case illustrations, intervention guidelines for social workers.

Singh R.P. (2012) conducted a study on social adjustment among adolescence repercussion on social loafing behavior. It was revealed that there exist no significant relationship between social adjustment and social loafing behavior of adolescence. There exist a significant difference in social adjustment of adolescent boys and girls. There exist no significant difference in social loafing behavior of adolescent boys and girls having any social adjustment. There exist no significant difference in social loafing behaviour of adolescent boys and girls having low social adjustment

EMOTIONAL MATURITY

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustrations and emotional upsets in day-to-day life. So the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities

Adulthood is comparative independence from a well-established constellation of imperfection, selfishness and rivalry. One another side of adulthood have as the chief element in the environment and learning essential for social association and domestication .Hostility, using the word of comprise all kinds of fury, hostility, brutality and aggressiveness, is often a symbol of emotional anger or danger. One more significant characteristic of adulthood is a strong judgmental truth. One more side of adulthood is elasticity and modification.

Emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of adolescents' development. The concept mature emotional behavior of any level is that which reflects the roots of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self pity, might still be emotionally stunned and childish.

Emotional maturity is the result of healthy emotional development. The term 'emotional maturity' essentially involves emotional control. According to this view the emotionally mature person is able to hide his feelings such a person is not subject to swings in mood and can suffer in silence. When he does express emotion, he does so with moderation, decently and in good order. An emotionally matured person is the one who can give expression to his emotion at the right time and in a proper manner. This means emotional maturity is having proper emotions at proper time and to express in proper from and in proper quality. Emotional maturity is the 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 matures 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. Emotion is an affective state of consciousness in which joy, sorrow, fear, hate or the like is experienced, as distinguished from cognitive and vocational state of consciousness.

The word emotion dates back to 1579, when it was adapted from the French word 'emouvior' which means 'to stir up'. Emotion has been described as discrete and consistent response to internal events which have a particular significance for the organism. Emotions are brief in duration and consist of a coordinated set of responses, which may include verbal, physiological behavior and neural mechanism. Emotional reaction is particularly common in students who are undergoing rapid physical, physiological and social development. Therefore, if student can control their emotions well, their psychological health and interpersonal relationships will be managed properly. Emotional maturity is a process in which an individual continuously strive for greater sense of emotional health both psychologically and personally. Emotional mature person is one whose life is well under control. In a work by Kloffer and Kelly (1973) it was found that emotional maturity means a balanced personality, it means ability to govern disturbing emotions, show steadiness and endurance under pressure and be tolerant and free from neurotic tendencies. Emotions influence all aspects of an individual's personality. Proper training and education will go a long way to enable the young people to control their emotions and obtain mental balance and stability. Emotions are the prime motive force of thoughts and conduct and their control is very important. It has been rightly said to keep ones emotions under control and be able to control them is considered a mark of strong character. An emotionally stable individual leads a happy, healthy and peaceful life. He is at ease with himself and his surroundings. Therefore the development of emotions is extremely important for harmonious development of the personality of an individual. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally.

Emotions are very essential factors in the growth of the offspring. Emotions are considered as springs of actions. In each pursuit that we experience pleasure,

drowsiness or suffering. It is slowly being showed by self-analysis that a large amount of unhappiness of mankind is due to misleading emotions; a lucky individual is one who one has well instructed sentiments. An emotionally stable individual has sufficient arrogance. He utilizes his corporal and psychological capabilities to the greatest degree. He obtains the capability to solve the disputes in incorrect manners simultaneously there emotional perceptions are realistic. They can exercise imagination in their emotional surroundings. They have capability to love more than one and be sympathetic to others. An emotionally stable individual can suffer from solitariness and time to time examine his expectations and desires. It has been felt that learning assists in achieving emotional stability. For attaining the goal the emotions should not be restricted. Institution is that place where educators perform an important function in the development of emotions.

Emotional maturity is an outcome of emotional development. Many attempts have been made to define emotional maturity. In simple words, emotional maturity is the stage of expressing proper emotions at the proper place and in proper quantity. Emotional maturity should not stress simply restriction and control but also the positive possibilities inherent in human nature. Mature emotional behavior at any level of growth is that which most fully reflects the fruits of healthy development in all the inner acting aspects of the growing person's makeup.

Hollingrowth (1928) mentioned some characteristics of emotionally mature person which have been mentioned in the following points:

- Emotionally mature person is capable of responding in gradation or degree of emotional responses.
- Emotionally mature person does not respond in all or none fashion, but keeps within bonds if his hat blow off, he does not below up.
- Emotionally mature person is also able to delay his responses as controlled with the impulsiveness of young child.
- Emotionally mature person is handling of self pity instead of showing unrestrained self pity; he tries to feel for him.

Walter (1947) defined emotional maturity as a process in which the personality is continuously striving for greater sense of emotional health, both intera-psychically and intra-personally.

An emotionally matured person demonstrates the following traits and characteristics in his behavior. Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized. Manifestation of emotions is very much refined. Usually he expresses his emotions in a socially desirable way. He is able to exercise control over his emotions. Sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check his emotional tide. The person perceives things in their real perspective. He is not a daydreamer and does not possess the desire to run away from realities. His intellectual powers like thinking and reasoning are properly exercised by him in making any decision. He is guided more by his intellect than his emotions. He does not possess the habit of rationalization i e he never argues in defense of his undesirable or improper conduct. Also he never shifts the responsibility of his mistakes on others. He is always honest in his behavior. He possesses adequate self-concept and self-respect. He never likes to do things or show such behavior that can injure his self-respect and is adverse to his ideals. He is not confined to himself. He thinks about others and is keen to maintain social relationships. He never engages himself in such behavior as is anti-social, can result in social conflicts and strain his social relationship. He can exercise his emotions at a proper time in a proper place. If there is a danger to his self-prestige or if anyone is in distress, he can rise to the occasion by exercising his emotion of anger. But if he commits a mistake and is rebuked, he is equally able to check his emotion of anger. Matured emotional behavior is characterized by greater stability. A person having such maturity does not sudden shift from one emotion to another.

The meaning of emotional stability is concealment of one's sentiments. Scientifically, an individual is considered emotionally adult when he, in a right condition, feels right emotion shows it in a right amount.

Bernard (1954) has suggested following criteria of mature emotional behavior:
➢ Inhibition of direct expression of negative emotions.
➢ Cultivation of positive, up building emotions.

- Development of higher tolerance for disagreeable circumstances.
- Increasing satisfaction from socially approved responses.
- Increasing dependence of actions.
- Ability to make a choice and not broad about other choices.
- Freedom from unreasonable fear.
- Understanding and action in accordance with limitations.
- Awareness of the ability and achievement of others.
- Ability to carry victory and prestige with grace.
- Ability to delay the gratification of impulses.
- The enjoyment of daily living.

Personal dissimilarity perform a main role in deciding the kind of the emotional difficulties of off-springs. One main difficulty issues the affection of parents for their issue. If the issue receives insufficient love than he requires, than his emotions of unsafety and dependence will difficult to remove, while affection serves to agitate his equilibrium. The removal of this difficulty exists in the parents practicing appropriate look after in generous love on the children. Another emotional difficulty general in off-springs is produced by the conduct of other members of the family towards the off-spring.

As a child grows, he may acquire various positive and negative emotions through his environmental experiences and training. Emotions are in all sense, the learned and acquired pattern of our behavior. Therefore, at the time of birth, a child does not show the presence of any emotions except a sort of general excitement in the form of crying or smiling. A child begins his journey towards the development of his emotional behavior with the help of two distinct emotions i.e. emotion of distress (displeasure) and emotion of delight (pleasure). School going age is a highly emotionally charged time of life, this period is crucial for children to learn, channelize and manage emotions in proper ways that work well. In secondary students, emotional development refers to the attainment of emotional capability or emotional maturity as they grow. Students who belong to intelligent and educated families are much developed in emotional maturity than those who are uneducated. The most outstanding mark of emotional maturity is the ability to bear tension. An emotionally mature person has the capacity to

withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. Brake (1997)--Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra psychically and intra personally. An Emotional mature person is one who is able to keep a lid on feelings. He can suffer in silence. He can bide his time in spite of present discomfort. He is not subject to swing in mood, he is not volatile. When he does express emotion, he does so with moderation, decently and in good order.

According to Singh (1990), "Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned."

Singh(1992) administered an investigation on continual dissimilarity between men and women towards emotional stability. Scrutinized possible gender dissimilarity in emotional instability, forty bachelor learners finished individual data sheets and paper pan syndrome test. Conclusions advocates extensive understanding between men and women about frequency of unripe emotions among their important others. Women feels to reflect emotional instability specially men, whereas men perceive it as difficulty for both genders.(NB)

A man who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life, he will be satisfied with what he is and have a balanced attitude. During the period of adolescence, physical, emotional, psychological, cultural, and intellectual and socio behavioral changes occur in life. Suddenness of these changes results in anxieties and causes confusion and unrest among them.

In the view of Murray (2004),an emotionally stable individual has the following features:

1. The capability to provide and accept by oneself.

2. The capability to confront truth and handle with it.

3. Just as personal interest in presenting and acquiring.

4. The ability to connect constructively to life incidents.

5. The capability to gather more knowledge.

6. The capability to admit disappointment.

7. The capability to deal opposition positively.

8. Comparative independence from signs of mental strain.

To sum up, an emotionally mature person is friendly towards others and is less involved in the hostilities and the outbursts of anger and rage, typical of childhood. He is more inspired by pleasure satisfaction and contentment than ridden with worriers, anxieties and frustrations. An emotionally mature person may not have resolved all situations and factors leading to hostilities, anxieties and frustrations. He is however, perpetually seeing himself in clearer perspective. Consequently, he is continuously involved in a struggle to lead a matured, balanced and healthy emotional life.

An emotionally stable individual has calm but persistent bravery.Seoul(1951) has showed the following six features of emotionally stable conduct:

1. Expanded capability for accountability and efficiency and its diminish comparative requirement.

2. Independence from famous group of mediocrity complexes,exhibitionism and op opposition.

3. One more side of maturity has the chief element in the conditioning and the education important for socialization and domestication.

4. Angry temperament such all types of rage , brutality ,violence and tumult absent from a stable individual.

5. Fixed perception of truth.

6. Ability to change easily in accordance with new situations & acceptability is another feature of emotionally stable behavior.

For occupation advisors and teachers are discussed:

It has been truly said to maintain one's emotions under regulation and capable to regulate them is regarded as a sign of firm feature. An emotionally mature person spends a pleasing, well-built and calm life.

He is happy with himself and his environment. Consequently, the growth of emotions is very essential for the wholesome growth of the nature of a person.

Features of emotional stability, According to F. Alexander Mego (1956),some symbols of emotional stability are:

1. Trust and honour for one's own completeness.

(a) Having trust one to be essential except taking oneself with gravity.

(b)Identifying and assessing forces from external happenings.

2. Capability to confront truth sincerely, no matter how unacceptable.

3. Have power to controlling oneself also in adverse conditions.

4. The wish to do service in place of wish to be excel.

5. Full growth of ability to differentiate.

Tyagi(1985) made the emotional stability was constructively compared to individual, communal and total adaptation and women participants obtained greater marks on emotional and aggregate stability.

Bulzen et al(2003) surveyed an investigation on presented a model revealed the meaningless influences of note on ethic of youngsters. This model tells the present

postulate about the effect of advertising on depression; our study producing a limited to moderate impact magnitude for the connection between parent off-spring dispute. Despite help for the postulated and pleasure was not identified.

Hangal and Aminabhavi (2007) conducted a study on 'Self- Concept Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers'. The study assessed the impact of maternal employment on the self-concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwad cities of North Karnataka. Children's Self-concept Scale by Ahluwalia, Emotional Maturity Scale by Singh and Bhargava and Deo-Mohan Achievement Motivation Scales were used to collect the data. The data were analyzed by 't' test and ANOVA. The results revealed that the adolescent children of homemakers have significantly higher self-concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Klevel, phillip (2009) discrimation of self,an important notion in Bowen theory, has a deep impact on period on the activity of the person & his on her family unit. This 5 year long investigation evaluated this postulate with 5 growing single families. The directions of discrimination of self that were purpose oriented and productive emotional stability. A qualitative investigation of subjects objectives showed that pairs with greater performing growing single families, when correlated with pairs with least performing families, give greater stress on objectives over the 5 year. The qualitative investigation helped the postulate that objective productivity and emotional stability effected change in single family functioning. In addition, pair objective productivity and emotional stability were related with single family performing well than personal objective productivity and emotional stability were related with personal performance.

Sodhi(2009)examined an investigation on Frustration Tolerance Neuroticism and Personality kind as connected to divine and average surroundings. The sample was consisted of 200 learners.100 from divine surroundings(50 men and 50 women) and 100 from average surroundings(50 men and 50 women).The participant rated from 25 to 45 years.

Goyal et al,(2010) examined on the "connection between emotional stability and feeling towards wedding of teenager females" the goals of the investigation were to note the feeling of teenager females towards wedding and emotional stability state was teenager females and identify the connection between emotional stability and feeling towards wedding of teenager females.

Jadhav(2010) administered an investigation on connection between domestic surroundings and emotional stability of college going learners of Belgaum region. Into account of 200 learners from colleges of Belgaum region in Karnataka. For every college the random sampling was utilized. The conclusions of investigation are: (1)there is a constructive substantial connection between domestic surroundings and emotional stability in the middle of males and females. (2)There is no direct and important connection between domestic surroundings and emotional stability of village learners.(3)There is no direct and important connection between domestic surroundings and emotional stability of learners learning in public colleges, it was identified there is a direct and important connection.

Dharamvir, Tali and Goel (2011) conducted a study titled as 'a comparative study on anxiety and emotional maturity among adolescents of co-educational and uni-educational schools'. The study was undertaken to study anxiety & emotional maturity among adolescent boys and girls studying from co-educational & uni-educational schools (50 boys & 50 girls of co-educational schools & 50 boys & 50 girls of uni-educational schools).Within the age of 13 to 16 years from three schools of Yamunanagar District of Haryana were selected as a sample. Data was collected by administering Anxiety Scale by S. E. Kurg, I. H. Scheier and A.B. Cattell and Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The data obtained was analyzed statistically and the study reveals that there is no significant difference in anxiety & emotional maturity among adolescents girls and boys studying from co-educational and uni-educational schools.

Lakshmi and Krishnamurthy (2011) undertook a research in order to study the emotional maturity of higher secondary students in Coimbatore district. By using the purposive random sampling technique 220 Higher Secondary Students were selected from various schools in Coimbatore district. Normative survey method was used. This

study was intended to find out the levels of Emotional Maturity of Higher Secondary Students and if there is any significant difference between the selected pairs of sub-samples. Emotional Maturity Scale was used to collect the data. This study revealed that the majority of Higher Secondary Students in Coimbatore district are in Emotionally Unstable condition. There exists significant difference between all the sub-samples except the age group of Higher Secondary Students. The findings of this study were an eye opening to the researchers, curriculum practitioners and parents.

Subbarayan and Visvanathan (2011) conducted a study titled as 'A Study on Emotional Maturity of College Students.' Normative survey method and random sampling technique has been used in the study. The "Emotional Maturity Scale" standardized by K. M. Roma Pal was used for this study. The result of the study shows that the emotional maturity of college students is extremely unstable. Based on the analysis of the data the investigators concluded that the sex, community and the family type did not play any role in the emotional maturity of the college students. College students belonging to different religions show significant difference in their emotional maturity.

Bhanwer (2012) conducted a study titled as 'emotional maturity patterns of adolescents as determined by gender differences'. The objective of the study was to compare the level of emotional maturity of adolescent girls and boys. A sample of 600 adolescent boys and girls of Amritsar city was selected. Emotional Maturity Scale by Kumari Roma Pal was used as a data collection tool. Adolescent boys were found to be less emotionally mature than girls. The gender differences do not operate at the component of emotional instability level as no significant differences were found on these scores. Adolescent boys have more regressive tendencies than adolescent girls. Adolescent boys again have lower levels of social adjustment than adolescent girls. Adolescent girls lack independence as much as do adolescent boys as no significant differences are found here. Gender differences are not present in the component of flexibility-adaptability. Adolescent girls are found to be as flexible or rigid as adolescent boys.

Chaturdevi and Kumari(2012) administered an analysis on the role of emotional stability and emotional intellect in education and attainment in school framework.The

sample was obtained from 300 men learners of 12th learners of cities dwelling age 16 to 18 years with random total positive procedure. The conclusions of investigation are: (1)Emotional stability does not effect the extent of education the subjects.(2)Emotional stability is significant to the extent of scholastic attaining of learning of the subjects.

Gulzar, Yahya ,Nauman, Mir and Mujahid(2012) administered an investigation on disappointment among university learners in Pakistan. The sample of investigation was included of 120 persons comprising 78 males and 42 females from various universities of Lahore. The outcomes about the time of disappointment in the middle of university learners have found that most of the learners confronted disappointment for less than one month. Outcomes also shows that mates are strong serving hands that can help a learner to control distress. Lastly, it has been showed by the outcomes disappointment is produced to any defect like deficiency of trust, communal abilities etc.

Kumawat (2012) conducted research titled as 'A Study of Emotional Maturity in Post Graduate Students of Vocational Education'. The purpose of this study was to find out difference in emotional maturity of vocational education postgraduate students. The survey method was applied on 600 samples. Emotional Maturity Scale by Prof. Yashvir Singh and Dr. Mahesh Bhargava, were administered and (600 post graduate students of Vocational Education) responses were received. The results of the study revealed that there is no significant difference in emotional maturity between master of technology students, master of business administration students and master of computer application students.

Lenka and Kant(2012) conducted distress and encouragement of middle school educators into taking consideration of 100 middle school educators of Rampur City.The conclusions of investigation are there is constructive connection between conduct of supervisors of department and distress of middle school educators.

Mahmoudi (2012) conducted a study titled as 'Emotional maturity and adjustment level of college students'. The study was conducted to see the adjustment level of the post graduate students of Yasouj city. Emotional maturity was measured by Singh's emotional maturity scale (EMS). While Asthenia's adjustment inventory was

used to measure the adjustment level of the students. For this study a sample of 160 female students of age range 18-22 years studying in post graduate classes were selected from different colleges of Yasouj city. High positive correlation was obtained between emotional maturity and overall adjustment.

Mortazavi, Sohrab and Hatami (2012) conducted a study titled as 'Comparison of attachment styles and emotional maturity between opiate addicts and non-addicts.' The present study sets to investigate both attachment styles and emotional maturity as two influential factors contributing to the prevention and treatment of addition. Research has shown that attachment styles contribute to the development of personality traits. Personality is regarded as an effective factor that enhances the inclination towards drug use. Therefore, the study aimed to investigate the relationship between attachment styles and addiction with emotional maturity. The participants of the study consisted of 120 people who were assigned into two groups. In one group, there were 60 opiate addicts who were under treatment in Healthy Life Center for Abandonment in Kerman city during March 2010. In the second group, there were 60 healthy people living in Kerman city during the same time. The instruments used to collect the data included Collins & Read attachment scale and emotional maturity scale. Mann Whitney U test and Chi-square test were used to analyze the data. The results showed that there is significant difference in attachment styles and emotional maturity between opiate addicts and non-addicts. The results revealed that addicts usually have insecure attachment styles while non-addicts have secure styles. Besides, addicts enjoyed a lower level of emotional maturity comparing with non-addicts.

Mosavi and Iravani (2012) conducted research titled as 'A study on relationship between emotional maturity and marital satisfaction'. Marriage is one of the most important events of people's lives and when it happens, it could have both positive and negative consequences. It was an empirical study to investigate the relationship between emotional maturity and marital satisfaction using a classical questionnaire. The study chooses all people aged 25-35 who live in region 10 of the city of Esfahan, Iran. The study split the main hypothesis into five detailed questions, which considered the relationship between marital satisfaction with five other components including emotional instability, return emotional, social maladjustment, close character and lack

of independence. The results indicated a negative correlation between marital satisfaction and these items and confirmed that there are meaningful relationship between marital satisfaction and emotional instability, return emotional, close character and lack of independence but there is no meaningful relationship between marital satisfaction and social maladjustment. In summary, the survey concluded that there is meaningful relationship between marital satisfaction and emotional maturity.

Quadari and Shirsath (2012) conducted a study titled as 'A study of Mental Health and Emotional Maturity among Child Labour students and other adolescence'. The study aimed at determining the status of mental health and emotional maturity among child labour and other adolescence. The sample consisted of 300 subjects; 150 child labour students, 150 regular school going students. Sample was selected from Maharashtra in the age group of 10 to 26 who are living in urban areas only. Standardized Psychological Tools were used for data collection that is Emotional Maturity Scale and Mental Health Scale. Data were treated by using two-way ANOVA. The results indicated that child labour and regular school going students differ from each other significantly on the emotional maturity. According to mean value regular school going children are more emotional mature than the child labour.

Rosa and Preethi (2012) conducted research on the academic stress and emotional maturity among higher secondary school students of working and non working mothers. The study was undertaken to study the relationship between academic stress and emotional maturity among higher secondary school students of working and non-working mothers. A sample of 240 higher secondary students from Palakkad and Trissur districts were selected. Academic Stress Scale and Emotional maturity Scale were employed to collect the requisite data which was analyzed using Mean, SD, t-test and correlation. The findings of the study revealed that emotional maturity of children of non-working mothers is less than that of children of working mothers. The study revealed that negligible relationship exists between academic stress and emotional maturity of higher secondary school students. Children of working mothers are emotionally matured than children of non working mothers. Children of non working mothers are low stressed than children of working mothers. Children of

working mothers possess high emotional maturity and at the same time, they are more indisposed to stress and strain.

Sharma (2012) conducted a study titled as 'adjustment and emotional maturity among first year college students'. The study compared college adjustment processes and emotional maturity between first and final year female students enrolled in different undergarduate courses offered by colleges affiliated with University of Rajasthan in Jaipur city. They were assessed on Adjustment Inventory for College Students (Sinha and Singh,1995) and Emotional Maturity Scale (Bhargava and Singh,1991). Results indicated that the first year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college.

Sharma and Sharma (2012) conducted a research titled as 'A Study of Emotional Maturity & anxiety among under graduate Science Students'. It was aimed at finding out the difference in the emotional maturity of under graduate students of rural and urban areas; to study the difference in anxiety of under graduate students of rural and urban areas; to study the relationship between emotional maturity and Anxiety among under graduate science students. Survey method was used to collect data. Convenient sampling technique was used to select a sample of one hundred students from Bahadurgarh. Two tools were used: Emotional Maturity Scale by Dr. Yashvir Singh (Agra) and Dr. Mahesh Bhargava (Agra); Comprehensive Anxiety Scale by Dr. A. K. P. Sinha (Patna) and Dr. L. N. K. Sinha (Patna). Mean standard deviation and t-test were used as statistical techniques to analyze the data. The results of the study revealed that there is significant difference among under graduate students of science stream of rural and urban areas; there is no significant difference in anxiety among under graduate students of science stream of rural and urban areas; and there is no significant relationship between Emotional maturity and Anxiety among under Graduate science students.

Singh, Kaur and Dureja (2012) conducted a study on emotional maturity differentials among university students. The purpose of the study was to examine the

'emotional maturity' among university students. The investigators had selected two hundred (N = 200) male and female subjects, out of which one hundred [N = 100] sportspersons (N = 50 male and N = 50 female) and one hundred [N = 100] non-sportspersons (N = 50 male and N = 50 female) who were studying in various affiliated colleges and campus of Panjab University, Chandigarh. Sportspersons were those who had participated in Inter-college and Inter-university competitions in various games/sports. Non–sportspersons were those students who did not participate in any game or sport activity. The age of all subjects was ranged between 18 to 26 years. To collect the required data for the study, 'emotional maturity' questionnaire prepared by them.

Skelton & Alan(2012) administered an investigation on ethical struggles in higher learning. They surveyed ethical struggles that people adept when training in higher education, designing on in-deep evaluation with personnel from an investigation-incentive UK university. The article take into consideration the connection between values of ed ucation for example how wars can happen between personal and various extents of the higher learning process. Five value struggles are then studied connected to; discussion types of training; liberal education's not having much time learners; big pair lecture and conflict to be genuine in the classroom. These struggles were greatly individual yet communicate to larger distress within concurrent higher learning. Personal reactions to war changed evaluation on last investigation, the major reaction of subjects in this investigation could be narrated as "crucial compromise."

Balakrishnan (2013) conducted a study titled as 'emotional maturity of teachers in relation to their subjects and their years of experience'. The focus of the study was to explore emotional maturity of teachers in relation to subject area and years of experience. A representative sample of 720 post graduate teachers from higher secondary schools of five districts in Tamil Nadu was randomly selected. Emotional Maturity Scale constructed and standardized by Roma Pal (1989) was used to assess the emotional maturity of post graduate teachers. The study revealed that the post graduate teachers of art subjects and science subjects do not differ significantly in their level of emotional maturity. Further, it was observed that the post graduate teachers with up to

15 years of experience differ significantly in their level of emotional maturity from their counterparts with more than 15 years of experience.

Gholampour et. al, (2013) conducted a study titled as 'reviewing the different dimensions of emotional maturity in high school 3rd grade students'. The study has been carried out to study the different dimensions of emotional maturity in high school 3rd grade students in Sari, Iran. To do this, 217 students were randomly selected. The study has been done of survey type. Data collecting tool was Yushiwering & Bihagawa Standardized questionnaire and the dimensions of emotional maturity were studied using independent t-test, and have been compared by using ANOVA test in terms of the gender and different fields of study. The results showed that emotional maturity is in higher level than the mean, and comparing the emotional maturity in 3rd-grade students, in terms of the fields of study, indicated meaningful differences.

Jogsan (2013) conducted a study titled as 'Emotional Maturity and Adjustment in ADHD Children'. For children with Attention Deficit Hyperactivity Disorder (ADHD), their emotional maturity level may be well below that of their non-ADD counterparts. The study aimed at studying emotional maturity and adjustment in ADHD children. The total samples of the study comprised 60 children out of these 30 were ADHD children and 30 were non-ADHD children. Emotional maturity was measured by Emotional maturity scale (EMS) and adjustment was measured by adjustment inventory for school students (AISS). Significant differences were detected between the ADHD group and control group on all the dimensions of emotional maturity except emotional regression.

Lunagariya (2013) conducted a study to find out emotional Maturity & Mental Health among joint & divided family's females. The total sample consisted 60 joint & divided family's females. Data was collected using Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava and Mental Health Inventory by Dr. D. J. Bhatt, G. R. Gida. 't' test was applied to check the significance in Emotional Maturity and Mental Health between joint & divided family's female's. It was revealed that there was significant difference between joint & divided family females' Emotional Maturity & Mental Health.

Pasqueet.Al.(2013) administered the investigation on pedagogical propositions to learner genetic struggle in the classroom.More than half of higher teaching staff

despite,the more than half of staff also describe forming no or less variations in their classroom promote classroom difference in such a manner that pedagogically prevents,help or problems learners education about speed and dealing with clear and unclear genetic war.Some members on this problem actively,while others proposes it with great concern about their own understanding or abilities and learners emotional responses. This article examines some of the way staff approach learner struggle mid and around genetic dissimilarity in the classroom. Conversation with 66 members of various tribes and ethnicities, racial and training led to study of the different propositions they passed and conflicts they adept in the front of such genetic war. They classify a limit of resolutions, such as to keep away from war, through efforts to manage the classroom surroundings, to reduce such war to change or divert learner's concentration from war to response to the war in a manner to tries to combine stress for additional education and to proactively plan actions to regularize and bound learner's education about tribe and genetical interactions. Sample and investigation of various method of handling with classroom genetical dissimilarity and war as well as necessity for interactions to upgrade staff personnel capability to handle with such conditions are proposed.

Punithavathi (2013) conducted a study on emotional maturity and decision making styles among arts and science and engineering college women students. An attempt was made to examine the emotional maturity and decision making style among college students with special reference to day scholars and hostellers. The data was collected from 52 students of Arts and Science and Engineering College Women Students. Random sampling technique was used. Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bharagava (1994) and Decision Making Styles Scale developed by Leon Mann (1982) was used to measure the emotional maturity and decision making styles respectively. The mean, SD and't' test was computed to analyze the data. The results revealed that there is significant difference between day scholars and hosteller women students in their emotional maturity and decision making styles with respect to their dwellings. The mean difference of the day scholars are higher than that of hostellers. Day scholars are vigilant and adaptable to their environment.

Singh and Dawar (2013) conducted a study titled as 'emotional maturity and parent child relationship as predictors of mental health of adolescents'. The study was conducted to predict the Mental Health of Adolescents on the basis of Emotional Maturity and Parent Child Relationship. The sample comprised of 200 IXth class adolescents (100 boys and 100 girls) from Government Secondary Schools of Ludhiana City. The data was obtained by using Emotional Maturity Scale (2011) by Singh and Bhargava, Parent Child Relationship Scale (2011) by Rao and Mental Health Battery (2012) by Singh and Gupta. The results revealed that the prediction of Mental Health of Adolescents on the basis of Emotional Maturity and Parent Child Relationship is significantly higher as compared to their separate predictions.

Singh, Pant and Valentina (2013) conducted a study titled as 'Gender on Social and Emotional Maturity of Senior School Adolescents: A Case Study of Pantnagar'. The study was undertaken to assess and compare the social and emotional maturity of 277 randomly drawn class XI students of Pantnagar, Uttarakhand across gender. A self-designed questionnaire was used to study the socio-demographic characteristics of the respondents. Social and Emotional maturity of the respondents were assessed employing Rao's Social Maturity Scale and Emotional Maturity Scale, respectively. The study revealed that girls scored significantly higher on the social adequacy component of social maturity whereas boys were observed score higher on the social adjustment component of emotional maturity. However, no gender differences were observed on the composite social maturity and emotional maturity scores. Social and emotional maturity was found to be significantly positively correlated under both genders.

Kumar (2014) conducted a study titled as 'Emotional Maturity of Adolescent Students in Relation to Their Family Relationship'. The study was aimed to investigate emotional maturity of adolescent students in relation to family relationship. For this purpose, sample of 60 adolescent students (30 boys and 30 girls) of higher secondary level were taken from Karnal city. For this purpose two questionnaires were used: 1st inventory standardized by Dr. G. P. Sherry and Dr. J. C. Sinha and 2nd was emotional maturity scale which is given by Dr. Yashvir Sinha and Mahesh Bhargava. The testing of hypotheses was done by using 'r' test to find out the relationship and 't' test was

used to comparing the score of two groups (boys and girls). The result revealed that there is a significant difference in emotional maturity of adolescent boys and girls. The result also revealed that there is significant relation between emotional maturity and family relationship of adolescent students. This shows that family relationship determinates emotional maturity of adolescent students.

Nehra (2014) conducted a study titled as 'Relationship between Adjustment and Emotional Maturity of IX Class Students'. The aim of this study was to know the relationship between adjustment and emotional maturity at secondary stage. In the study, a descriptive survey method was used. The sample comprised of 100 students (50 boys and 50 girls) of Class IX from 4 Government schools. For the Singh and Bhargav's Emotional Maturity Scale & Adjustment Inventory by A. K. P. Sinha and R. P. Singh was used to assess the emotional maturity and adjustment of the students studying in IX class. Final analysis was completed by calculating mean, standard deviation, correlation and t-value etc. Results revealed that: (i) there is no significant difference between the adjustment of boys and girls studying in class IX (ii) there is no significant difference between the emotional maturity of boys and girls studying in class IX (iii) there is no significant relationship between Adjustment and emotional maturity.

1.2 SIGNIFICANCE OF THE STUDY:

Social adjustment is acquired through social introductions and cultural integration in different social-cultural setting. The success of an individual in a society depends largely upon the extent to which he has acquired the richness and potency of social competence desirable for his self-actualization, growth and development. For a successful interpersonal interaction social adjustment is required.

Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behavior at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in humane life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. Emotional maturity of a person is closely related to social adjustment of students. An

emotionally matured person is likely to be more socially adjusted. As the students are the foundation stone of a strong Nation on which a Nation is depends their emotional maturity and social adjustment are vital.

Parcel et. al., (2001), Mary(2002), Hannum et al, Windy and Ronald(2006), Mattanach et al (2010), Walsh (2011) and Singh(2012) conducted studies on the variable social adjustment. It may be analyzed from the findings of these studies that males have higher overall adjustment than females regardless of living environment. However, there is effect of home and school on the child's social adjustment.

Singh (1990),Hangal and Aminabhavi (2007), Dharamvir, Tali and Goel (2011), Subbaryan and Visvanathan (2011), Bhanver (2012), Kumavat (2012), Quadari and Shirsath (2012),Sharma (2012). Singh, kaurand Dureja (2012), Jogsan (2013), Lungaiya (2013), Kumar (2014), Nehra (2014).

It may be analyzed that a number of researchers have conducted studies on the variables i.e social adjustment and emotional maturity separately. However no study was found in which relationship among these two variables was explored. Thus the investigator decided to undertake proposed study. It will fill the gap in educational research. the proposed research will explore and find new suggestions for teaching process. Further findings of the study will be beneficial and help curriculum framers, policy makers, Teachers, parents and administrations to perform their respective duties.

1.3 STATEMENT OF THE PROBLEM:

In the proposed study, an attempt has been made to explore the influence of emotional maturity in developing the social adjustment among college going students. Therefore the proposed problem was stated as 'SOCIAL ADJUSTMENT AMONG COLLEGE GOING STUDENTS IN RELATION TO EMOTIONAL MATURITY.'

OPERATIONAL DEFINITION OF TERMS:

SOCIAL ADJUSTMENT

It may be defined as the effectiveness or adequacy with which an individual is capable of responding to the various problematic situations.

In its operational term, it refers to high and low levels of social adjustment as measured by Social Adjustment Inventory developed by Dr. R. C. Deva.

COLLEGE GOING STUDENTS:

It refers to the students who joined college after the completion of XII grade. In the present study refers to final year Art students undertaking graduation courses.

EMOTIONAL MATURITY:

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra physically and intra personally. In its operational terms, it refers to five factors of emotional maturity (namely, emotional stability, emotional progression, social adjustment, personality integration and independence) as measured by the Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

1.4 OBJECTIVES AND HYPOTHESES:

Objectives: The present study has been aimed to achieve the following objectives:

1. To study the level of social adjustment among college going students.

2. To study the level of emotional maturity among college going students.

3. To analyze the difference between male and female college going students in their social adjustment.

4. To explore the difference between rural and urban college going students in their social adjustment.

5. To analyze the difference between male and female college going students in their emotional maturity.

6. To explore the difference between rural and urban college going students in their emotional maturity.

7. To explore relationship between social adjustment and emotional maturity among college going students.

1.5 Hypotheses: The following hypotheses were designed in the present study:

1. There exists significant difference between male and female college going students in their social adjustment.

2. There exists significant difference between rural and urban college going students in their social adjustment.

3. There exists significant difference between male and female college going students in their emotional maturity.

4. There exists significant difference between rural and urban college going students in their emotional maturity.

5. There exists significant relationship between social adjustment and emotional maturity among college going students.

1.6 DELIMITATION OF THE STUDY:

The proposed study was delimited in the following terms:

1. The study was conducted on college going students of 2014-15 session only.
2. The study was delimited to students of Kapurthala district only.

Chapter – II

Method and Procedure

CHAPTER – II

METHOD AND PROCEDURE

Research is not a haphazard task. It requires one to proceed in a definite direction and lines. Research is a purposive, scientific and planned deliberation while conducting any research, investigator has to take steps in a well regulated order.

John W. Best "Research is considered to be most formal systematic, intensive process of carrying scientific method of analysis."

Methodology makes the most important contribution towards the enrichment of any study. In a research there are numerous methods and procedures to be applied.

A method is a procedure for handling a set of problems. Methodology makes the important contribution towards the enrichment of the study. To understand the research, it is necessary to design the plan and method to be used. Factual material and data is essential for a study. This can be obtained from any resources direct and indirect. It is necessary to adopt or evolve system. Procedure to collect essential data should be relevant, adequate in quality. The present study is survey type.

The present chapter deals with plan and methods of investigation. It gives a brief description of sample as well as tools and techniques applied for collection and organization of data.

2.1 METHOD AND PROCEDURE:

Proper method is most important in any research process. It helps in finding out the solution of the problem. The method describes the various steps to be adopted in solving a research problem, the tools, the collection of data, the process of inferences and generalization, studying the review of literature and considering the objectives of the study.

In the context of proposed study, descriptive survey method will be used by the investigator. Data has been collected using Social Adjustment Inventory and Emotional Maturity Scale. Descriptive research is a type of research that is primarily concerned with describing the nature or conditions and degree in detail of present situations and draw valid solutions. Scoring and organization of data has been done. It has been subjected to statistical analysis using percentage coefficient of correlation and t- test. Hypothses were tested against so obtained results. Interpretation of data was done by the investigator. Conclusions have been drawn on the basis of results obtained and educational implications were given to the practitioners. Suggestions for further research were mentioned at the end.

2.2 SAMPLING:

Sampling is a process by which a relatively small number of individuals or measures if individual, object or event is selected any analyzed in order to find out something about entire population. It is often desirable to reduce expenditure, save time and energy, pursuit measurement of greater precision of accuracy sampling procedure provides generalization on the basis of small part of population. A total sample 200 college going students will be selected using stratified random sampling technique.

2.3 SAMPLE TECHNIQUES AND DESIGN:

All the items in the field of inquiry constitute a universe of population. To select a respondent from the population is called a sample and selection process is called sampling.

In the proposed study, stratified random sampling technique was used to collect the data. Sampling frame of this study comprised of College going students. The investigator has selected colleges from Kapurthala district of Punjab state.

SAMPLE DESIGN:
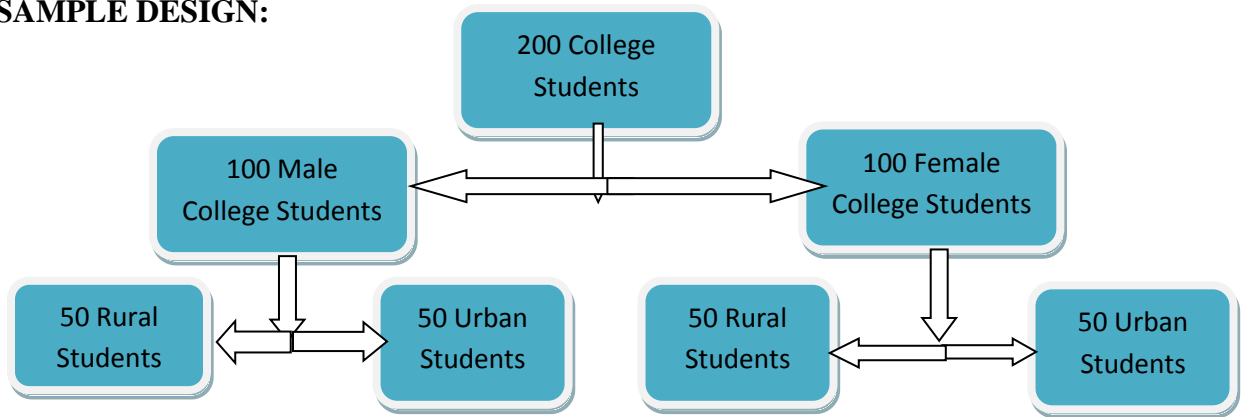
Fig 2.1 Schematic Representation of Sample Design

2.3.1 SAMPLE AREA

A sample refers to any collection of specified group of human beings. 200 college going students of Kapurthala district of Punjab state constituted the sample for the purpose of present study. This study was not confined to government colleges but private colleges were also included.

2.4 TOOLS OF DATA COLLECTION:

Research is based on the collected data. This data is calculated by applying certain tools. A research goes for a particular type of college after judging its criteria like validity, reliability etc. Keeping in mind these criteria the researcher decided to go in for psychological tools to measure the social adjustment and emotional maturity of 200 college going students.

In the proposed study, following standardized tools will be used by the investigator:

1. Social Adjustment Inventory developed by Dr. R.C. Deva (1990)
2. Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava

2.4.1 PROCEDURE OF DATA COLLECTION:

For conducting the proposed study the researchers was personally approach the college going students. The respondents was assured that the data collected was kept confidential and was used for research purpose only. The social adjustment scale and

educational maturity scales was distributed to students and instructions was read to them to fill the scales. There was no time limit to fill up the scales. After completion, social adjustment scale and educational maturity scale was collected from the students scoring was done. After scoring data was tabulated and analyzed using appropriate data analysis techniques.

2.4.2   DESCRIPTION OF THE TOOLS

2.4.2.1 SOCIAL ADJUSTMENT

Social adjustment is very important for success in life. It is commonly defined as 'change in habitual conduct or behavior which an individual must make in order to fit into community into which he lives. A socially well adjusted person is not only efficient and happy in his environment, but also he must have a sense of social feeling, i.e, he must be cooperative and sympathetic. This would mean that an instrument constructed to measure social adjustment can be employed only for community for which it has been designed. Therefore instruments in the West cannot be employed in India. The present inventory has been constructed for the Hindi knowing subjects of North India.

Emotional adjustment is a pre-requisite for social adjustment. It has been found that emotionally well-adjusted persons are quick to establish affectional relations with others. The inventory, therefore includes items for assessment of emotional as well as social adjustment.

There are also 14 filler items. These items have been designed to yield a 'Test Dishonesty' score. If this score exceeds a certain minimum, the responses to other items cannot be relied upon. It is recommended that such answers may be rejected.

Agreeable emotional reactions are natural and are in no way indicative of poor adjustment. On the other hand, a Stoical or Phlegmatic attitude is a sign of maladjustment. An emotional reaction which lacks control, maturity and adequacy is regarded as disagreeable and indicates poor emotional adjustment. Items which could be considered to assesses the above mentioned aspects of emotional and social adjustment were collected. Thurstone's technique of 'Equal Appearing Intervals' was employed for scaling the items. This technique was preferred over others because it provide an objective check on the ambiguity of test items. Quartile deviations of the

distributions of ratings given to each statement were employed as measures of ambiguity. It was considered that statements with precise and specific meaning are likely to get a small variety of rating and thus would have a relatively small quartile deviation. Of more than 250 statements originally collected 85 survived this scrutiny. They have been included in the final form of the inventory. The median value of this distribution of ratings given to each of these statements served as a basis of scoring weights.

2.4.2.2 RELIABILITY AND VALIDITY

The inventory has no time limit, but it is expected that on average a person would need 45 minutes to complete the inventory. The inventory is consumable. The responses are to be recorded on the test booklet. The inventory has yielded satisfactory reliability and validity indices. The test restest reliability after a period of two months was, 91. The emotional and social adjustment scales of this inventory were validated against the corresponding scales of Saxena's 'Vyaktitva Parkash Prashnavali'. The validity of the two scales has come out to be 0.81 and 0.79.

2.4.2.3 SCORING PROCEDURE

There are 3 scoring stencils. Each stencil has a pattern of holes which reveal the responses. Adjacent to each hole in the key is a number of indicating the weight to be given to it, if a response appears through the hole. The following procedure be adopted for scoring the responses.

1. The responses be examined for any item which has been marked both 'Yes' and 'No' and a red line be drawn horizontally through such responses. Such double marked responses will not get any credit.

2. Stencil No. 1 be superimposed on the relevant pages of the booklet so that arrow head on scoring stencil touches the corresponding arrow head on the test booklet. The stencil be adjusted so that the responses are clearly visible through its holes, The 'Test Dishonesty' score is obtained by adding the weights of the responses visible through Stencil No. 1. This score may be entered in the relevant space on the title page of the test booklet. If this score exceeds 20, the responses may be rejected.

3.Stencil No. 2 be superimposed as directed above. The ' Emotional Adjustment' score is obtained by adding the weights of the responses visible through this stencil. This score be also entered in the relevant space on title page of this test booklet.

4.Stencil No.3 be superimposed as directed above. The 'Social Maturity' score is obtained by adding the weight of the responses visible through this stencil. This score be also entered in the relevant space on the title page of this test booklet.

5. The total 'Social Adjustment' score is obtained simply adding the 'Emotional Maturity' and 'Social Adjustment' scores. This may also be entered in the space provided.

6.For the purpose of interpretation, norms in the form of standard score(z-scores) have been given in the following tables given below:

TABLE 2.1: Z – score Norms for

Test of Dishonesty

RAW SCORE	Z - SCORE	RAW SCORE	Z – SCORE	RAW SCORE	Z - SCORE	RAW SCORE	Z - SCORE
01	-3.44	08	-1.43	15	+0.57	22	+2.58
02	-3.16	09	-1.14	16	+0.86	23	+2.87
03	-2.87	10	-0.86	17	+1.14	24	+3.16
04	-2.58	11	-0.57	18	+1.43	25	+3.44
05	-2.29	12	-0.28	19	+1.72	26	+3.73
06	-2.01	13	0.00	20	+2.01		
07	-1.72	14	+0.28	21	+2.29		

TABLE 2.2: Norms for Interpretation

Of the Status of Dishonesty

Sr. No.	z- Score Range	Dishonesty Status
1	+2.0 and above	Extremely Dishonest
2	+1.26 to +2.0	Very Much Dishonest
3	+0.51 to 1.25	To Some Extent Dishonest
4	-0.50 to +0.50	Moderate
5	-0.51 to -1.25	Sometime Tell Lies
6	-1.26 to -1.25	Honest
7	-2.01 and below	Extremely Honest

RAW SCORE	Z-SCORE	RAW SCORE	Z-SCORE	RAW SCORE	Z-SCORE	RAW SCORE	Z-SCORE
51	-2.43	79	-1.21	107	0.00	135	+1.21
52	-2.39	80	-1.17	108	+0.04	136	+1.26
53	-2.34	81	-1.13	109	+0.08	137	+1.30
54	-2.30	82	-1.08	110	+0.13	138	+1.34
55	-2.26	83	-1.04	111	+0.17	139	+1.39
56	-2.21	84	-1.00	112	+0.21	140	+1.43
57	-2.17	85	-0.96	113	+0.26	141	+1.48
58	-2.13	86	-0.92	114	+0.30	142	+1.52
59	-2.08	87	-0.87	115	+0.34	143	+1.56
60	-2.04	88	-0.82	116	+0.39	144	+1.61
61	-2.00	89	-0.78	117	+0.43	145	+1.65
62	-1.96	90	-0.74	118	+0.48	146	+1.69
63	-1.92	91	-0.69	119	+0.52	147	+1.74

64	-1.87	92	-0.65	120	+0.56	148	+1.78
65	-1.82	93	-0.61	121	+0.61	149	+1.82
66	-1.78	94	-0.56	122	+0.65	150	+1.87
67	-1.74	95	-0.52	123	+0.69	151	+1.92
68	-1.69	96	-0.48	124	+0.74	152	+1.96
69	-1.65	97	-0.43	125	+0.78	153	+2.00
70	-1.61	98	-0.39	126	+0.82	154	+2.04
71	-1.56	99	-0.34	127	+0.87	155	+2.08
72	-1.52	100	-0.30	128	+0.92	156	+2.13
73	-1.48	101	-0.26	129	+0.96	157	+2.17
74	-1.43	102	-0.21	130	+1.00	158	+2.21
75	-1.39	103	-0.17	131	+1.04	159	+2.26
76	-1.34	104	-0.13	132	+1.08	160	+2.30
77	-1.30	105	-0.08	133	+1.13	161	+2.34
78	-1.26	106	-0.04	134	+1.13	162	+2.39

TABLE 2.4: Z – Score Norms for

Emotional Maturity (EAS)

RAW SCORE	Z-SCORE	RAW SCORE	Z-SCORE	RAW SCORE	Z-SCORE	RAW SCORE	Z-SCORE
16	-2.51	30	-1.13	44	+0.24	58	+1.62
17	-2.41	31	-1.03	45	+0.34	59	+1.72
18	-2.31	32	-0.93	46	+0.44	60	+1.82
19	-2.21	33	-0.83	47	+0.54	61	+1.92
20	-2.12	34	-0.73	48	+0.64	62	+2.02
21	-2.02	35	-0.64	49	+0.73	63	+2.12
22	-1.92	36	-0.54	50	+0.83	64	+2.21
23	-1.82	37	-0.44	51	+0.93	65	+2.31
24	-1.72	38	-0.34	52	+1.03	66	+2.41
25	-1.62	39	-0.24	53	+1.13	67	+2.51
26	-1.52	40	-0.14	54	+1.23	68	+2.61

27	-1.42	41	-0.04	55	+1.33	69	+2.71
28	-1.33	42	+0.04	56	+1.42	70	+2.81
29	-1.23	43	+0.14	57	+1.52	71	+2.90

TABLE 2.5: Z – score Norms for

Social Maturity (SMS)

RAW SCORE	Z-SCORE	RAW SCORE	Z-SCORE	RAW SCORE	Z-SCORE	RAW SCORE	Z-SCORE
31	-2.80	49	-1.34	67	+0.12	85	+1.58
32	-2.72	50	-1.26	68	+0.20	86	+1.66
33	-2.64	51	-1.18	69	+0.28	87	+1.74
34	-2.56	52	-1.09	70	+0.36	88	+1.83
35	-2.48	53	-1.01	71	+0.44	89	+1.91
36	-2.39	54	-0.93	72	+0.52	90	+1.99
37	-2.31	55	-0.85	73	+0.61	91	+2.07
38	-2.23	56	-0.77	74	+0.69	92	+2.15
39	-2.15	57	-0.69	75	+0.77	93	+2.23
40	-2.07	58	-0.61	76	+0.85	94	+2.31
41	-1.99	59	-0.52	77	+0.93	95	+2.39

42	-1.91	60	-0.44	78	+1.01	96	+2.48
43	-1.83	61	-0.36	79	+1.09	97	+2.56
44	-1.74	62	-0.28	80	+1.18	98	+2.64
45	-1.66	63	-0.20	81	+1.26	99	+2.72
46	-1.58	64	-0.12	82	+1.34	100	+2.80
47	-1.50	65	-0.04	83	+1.42	101	+2.89
48	-1.42	66	+0.04	84	+1.50	102	+2.97

TABLE 2.6: Norms for Interpretation

Of Status of Adjustment

Sr. No.	Z – score Range	Status
1	+2.01 and above	Extremely Poor/ Low
2	+1.26 to +2.00	Very Poor/ Low
3	+0.51 to +1.25	Poor/Low
4	-0.50 to +0.50	Average/ Moderate
5	-0.51 to -1.25	Above Average
6	-1.26 to -2.00	High
7	-2.01 and below	Extremely High

2.5 Description of Emotional Maturity Scale

Emotional maturity scale was developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava . Emotional maturity scale has a total of 48 items under the five categories given below:

Table – 2.7   Total items and categories

Sr. No.	Areas	Total No. of Items
a.	**Emotional Stability**	10
b.	**Emotional Progression**	10
c.	**Social Adjustment**	10
d.	**Personality Integration**	10
e.	**Independence**	8
	Total	48

EMS is a self- reporting five point scale. Items of the scale are in question form demanding information for each in either of the five options mentioned below:

Table – 2.8 Scores for responses

V.Much	Much	Undecided	Probably	Never
(5)	**(4)**	**(3)**	**(2)**	**(1)**

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 the higher the score on the scale, greater the degree of emotional immaturity and vice- versa.

(1) Test-retest reliability- The scale was measured for its test-retest reliability by administering upon a group of collegiate students (N=150) including male and female students aged 20-24 years. The time interval between the two tests was that of 6 months. The product movement are between the two testing was 75.

(2) Internal consistency- The internal consistency of the scale was checked by calculating the coefficient of correlations between total score and score on each of the 5 areas. Table given below shows the values of internal consistency.

Table – 2.9 Internal Consistency of EMS

Sr.No.	Areas	r- Value
a.	Emotional Stability	.75
b.	Emotional Progression	.63
c.	Social Adjustment	.58
d.	Personality Integration	.86
e.	Independence	.42

2.5.1 Validity

The scale was validated against external criteria, i.e, and the Gha area of the adjustment inventory for college students by Sinha and Singh. The inventory Gha area measuring emotional adjustment of college students. The number of items of this area is twenty one. Product moment coefficient correlation obtained between total score on all twenty one Gha items and total scores on EMS was .64(N=46)

2.5.2 Interpretation

The scale was administered upon 200 collegiate students belonging to urban and rural background. The three quartiles were calculated for the scores of all the 200 respondents.

Table-2.10 Quartile Deviation Scores

N= 198

(M=100, F= 98)

Quartile Deviations
Q1 = 80
Q2 = 88.5
Q3 = 106.7

Table- 2.11 Interpretation of Scores

Scores	Interpretation
50-80	Extremely Stable
81-88	Moderately Stable
89-106	Unstable
107-240	Extremely Unstable

2.6 STATISTICAL TECHNIQUES:

Statistical techniques are employed to get a precise and exact picture of the data. In research process it is basically used for testing the hypothesis. With the help of statistical techniques the results become more accurate, quantified and comparable.

Following statistical techniques **were** used by the investigator:

- ➢ Mean score
- ➢ SD
- ➢ Coefficient of correlation
- ➢ 't' test

Chapter –III

Results, Discussion, Interpretation

CHAPTER – III
ANALYSIS AND INTERPRETATION

The aim of the present study was to explore the social adjustment and emotional maturity of the college going students. Keeping in mind the objectives of the study data was collected. The data collected were tabulated and statistical techniques were used to analyze the data.

This chapter deals with analysis, interpretation, conclusion and recommendations. A good research is characterized by the care taken in analysis and interpretation of data. Analysis of the data means studying the organized material in order to discover inherent facts. The data was studied from as many angles as possible to explore the new facts. Analysis requires an alert, flexible and open-mind. It is worthwhile to prepare a plan of analysis before the actual collection of data.

After collecting data on social adjustment and emotional maturity in college going students, the data were subjected to statistical treatment and interpretation like analysis, conclusions, recommendations and results pertaining according to the objective of the study. The present chapter dealing with the analysis and interpretation of data, which derived from the investigation. The data was studied from different possible angles and explore the new facts. The nature of the study is objective and the type of the sample must be kept in view by the researcher while drawing conclusions and formulating generalization.

The aim of the present research was to study the " Social adjustment of College Going Students in relation to their Emotional maturity." The data obtained have been analyzed under the following headings:

3.1 Results pertaining to difference between male and female college going students in their social adjustment.

3.2 Results pertaining to difference between urban and rural college going students in their social adjustment.

3.3 Results pertaining to difference between male and female college going students in their emotional maturity.

3.4 Results pertaining to difference between urban and rural college going students in their emotional maturity.

3.5 Results pertaining to relationship between social adjustment and emotional maturity among college going students.

3.1 Results Pertaining to Difference between Male and Female College Going Students in their Social Adjustment
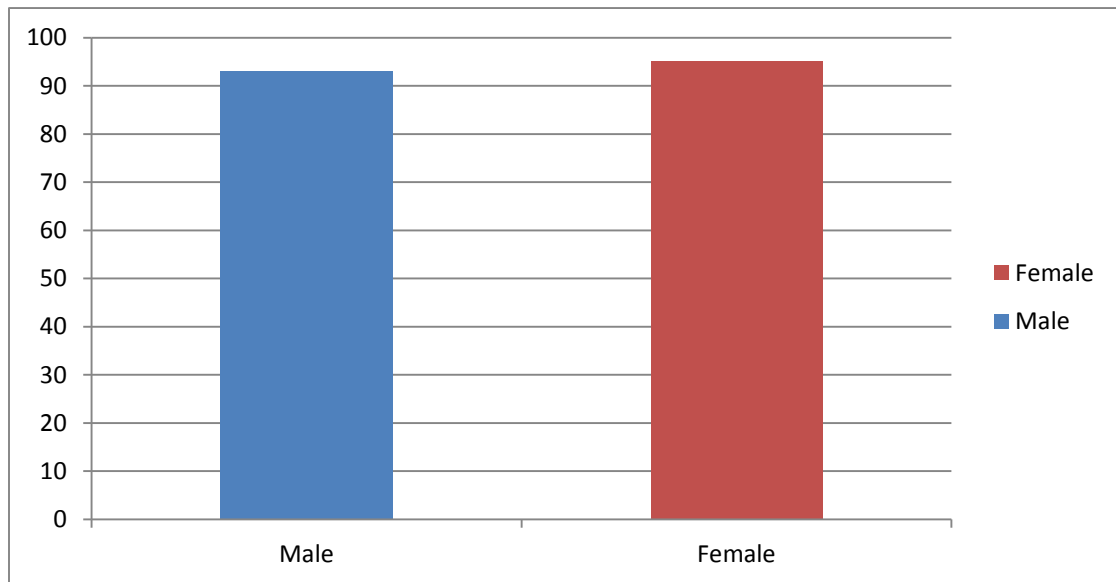
Table 3.1 presents the summary statistics computed for finding out the significance of difference between male and female college going students in their social adjustment.

Table-3.1

Mean Scores, SDs, df and t-value For Social Adjustment Between Male and Female

College Students

Gender	Mean	SD	SEd	Df	t-value	Remark
Male	93.02	27.27				
Female	95.11	28.98	3.97	198	0.526	Insignificant at 0.01 level
Tabulated value of t – 2.60 at 0.01 level Calculated value of t-0.526						

It can be depicted from the table -3.1 that calculated t-value(0.526) is less than the table value i.e 2.60 at 0.01 level for the difference between mean scores of male and female college going students in their social adjustment is not significant at 0.01 and 0.05 level of significance. Thus, it may be interpreted that there exists no significance difference between male and female college going students in their social adjustment. Therefore, the hypothesis that there exists significant difference between male and female college going students in social adjustment was rejected.

In the figure: 3.1 The difference in mean score of social adjustment of male and female college going students is presented graphically:

Figure: 3.1

3.2 Results Pertaining to Difference between Urban and Rural College Going Students in their Social Adjustment

Table 3.2 presents the summary of statistics for finding out the significance of difference in mean scores between rural and urban college going students in their social adjustment.
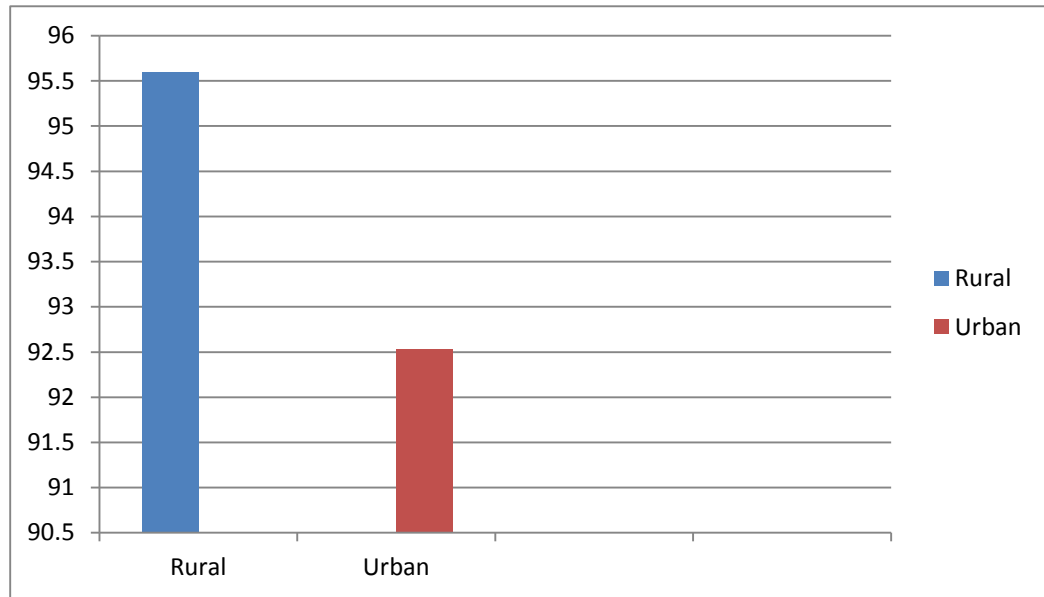
Table -3.2

Mean Scores, SDs, df and t-value For Social Adjustment Between Rural and Urban College Going Students

Locality	Mean	SD	SEd	Df	t-value	Remark
Rural	95.60	27.96				
Urban	92.53	28.28	3.97	198	0.77	Insignificant at 0.01 level
Tabulated value of t – 2.60 at 0.01level				Calculated value of t- 0.77		

It is clear from the table -3.2 that calculated t-value (0.77) is less than the table value i.e 2.60 at 0.01 level for difference in mean score between rural and urban college going students in their social adjustment is not significant at 0.01 and 0.05 level. It means that rural and urban college going students did not differed significantly with respect to their social adjustment. Hence, hypothesis that 'there exists significant difference between rural and urban college going students in their social adjustment' was rejected.

In the figure: 3.2 The difference in mean score of social adjustment of rural and urban college going students is presented graphically:

Figure: 3.2

3.3 Results Pertaining to Difference between Male and Female College Going Students in their Emotional Maturity

Table 3.3 presents the summary of statistics computed for finding out the significance of difference in mean scores of male and female college going students in their emotional maturity.
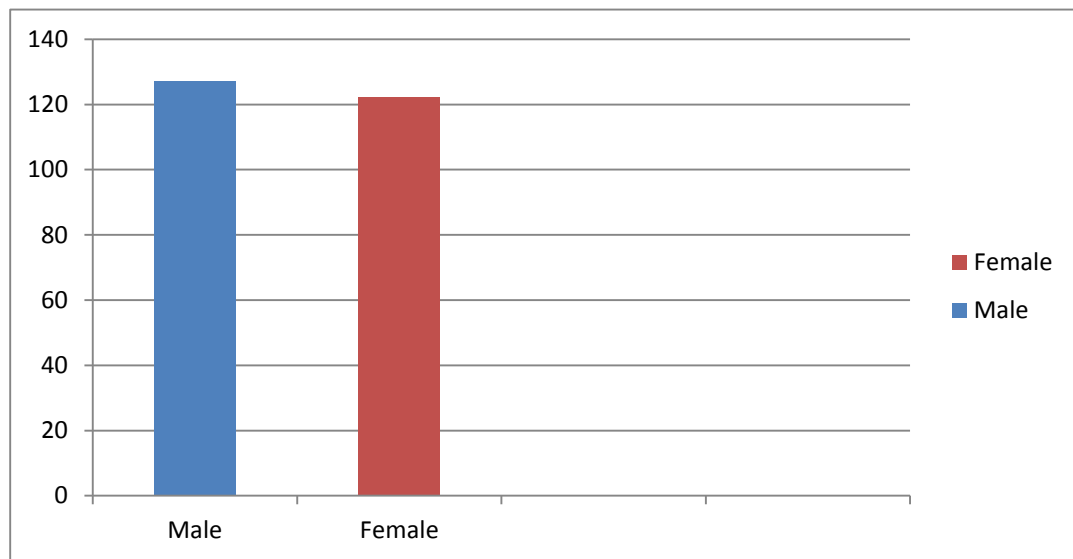
Table-3.3

Mean Scores, SDs, df and t-value For Emotional Maturity Between Male and Female College Going Students

Gender	Mean	SD	SEd	Df	t-value	Remark
Male	127.04	33.58	4.59	198	1.063	Insignificant
Female	122.16	31.38				at 0.01 level
Tabulated value of t – 2.60 at 0.01 level				Calculated value of t – 1.063		

It can be seen from the table 3.3 that calculated t-value(1.063) is less than the table value i.e 2.60 at 0.01 level for the difference between mean scores of male and female college going students in their emotional maturity is not significant at 0.01 and 0.05 level of significance. Thus, it may be interpreted that there exists no significance difference between male and female college going students in their emotional maturity. Therefore, the hypothesis that there exists significant difference between male and female college going students in emotional maturity was rejected.

In the figure: 3.3 The difference in mean score of emotional maturity of male and female college going students is presented graphically:

Figure: 3.3

3.4 Results Pertaining to Difference between Rural and Urban College Going Students in their Emotional Maturity

Table 3.4 presents the summary of statistics computed for finding out the significance of difference in mean scores of urban and rural college going students in their emotional maturity.
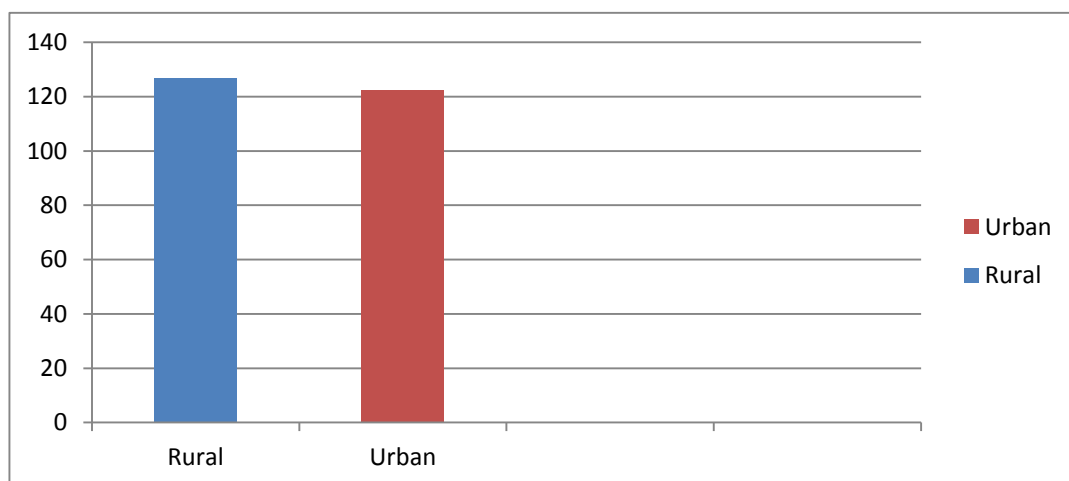
Table 3.4

Mean Scores, SDs, df and t-value For Emotional Maturity Between Rural and Urban College Going Students

Locality	Mean	SD	SEd	Df	t-value	Remark
Rural	126.75	29.6				
Urban	122.45	35.08	4.58	198	0.93	Insignificant at 0.01 level
Tabulated value of t – 2.60 at 0.01 level			Calculated value of t- 0.93			

It may be interpreted from the table 3.4 that calculated t-value(0.93) is less than the table value i.e 2.60 at 0.01 level for the difference between mean scores of urban and rural college going students in their emotional maturity is not significant at 0.01 and 0.05 level of significance. Thus, it may be interpreted that there exists no significance difference between urban and rural college going students in their emotional maturity. Therefore, the hypothesis that there exists significant difference between urban and rural college going students in emotional maturity was rejected.

In the figure: 3.4 The difference in mean score of emotional maturity of rural and urban college going students is presented graphically:

Figure: 3.4

3.5 Results Pertaining to Relationship between Social Adjustment and Emotional Maturity among College Going Students.

Table 3.5 presents the summary of statistics computed for finding out the correlation between social adjustment and emotional maturity of college going students.

Table- 3.5

Coefficient of Correlation Between Social Adjustment and Emotional Maturity of College Going Students

Variable	df	Coefficient of correlation	Result	Remark
Social Adjustment	198	-0.03	Negative	
Emotional maturity			Correlation	Insignificant at 0.01 level
Tabulated value of t – 2.60 at 0.01 level				

Table 3.5 shows that the coefficient of correlation between social adjustment and emotional maturity of college going students is -0.03 is less than the table value i.e 2.60 at 0.01 and 0.05 level. Therefore, it may be concluded that there exists negative low correlation between social adjustment and emotional maturity of college going students. Thus, the hypothesis which states that there exists significant relationship between social adjustment and emotional maturity of college going students was rejected.

Chapter –IV

Conclusions,

Recommendations,

Limitations and Suggestions

CHAPTER- IV

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

Once data have been analyzed, the investigator can proceed to the stage of interpreting the results and then formulating conclusions and generalizations on the basis of these results. In the light of results, the investigator has to use all care and caution in formulating the conclusions and generalizations. The final step of research process demands critical ad logical thinking in summarizing the findings of the study, and comparing them with the hypothesis formulated in the beginning. The investigator should not draw conclusions which are inconsistent with external realities. The generalizations drawn on the basis of research findings should be in agreement with the facts and should not conflict with known facts of nature. The suggestions for the application of research findings in practical settings and suggestions for the application of problems of further research may also be provided with the conclusions and generalizations.

4.1 CONCLUSIONS

Conclusion is the essential part of every study. It is important for investigation as they provide finishing touch and review of the whole critical work. Scientific endeavors in any field of human knowledge yields certain results based on which the researcher draws conclusions rationally. Attempt has been made to draw scientific conclusions keeping in view the result of the present study. Conclusions hold significant importance. Investigator conducted the study on 'Social adjustment of college going students in relation to their emotional maturity.'

Following conclusions were drawn on the basis of analysis and interpretation:

1. Male and Female college going students possess same level of social adjustment.

2. Urban and Rural college going students possess same level of social adjustment.

3. Male and female college going students possess same level of emotional maturity.

4. Rural and Urban college going students possess same level of emotional maturity.

5. There is negative relationship between social adjustment and emotional maturity among college going students.

4.2 RECOMMENDATIONS

The present study can prove beneficial for the students studying at secondary level. This study would help to provide information for curriculum designers and classroom teachers in order to utilize relevant approaches to enhance social adjustment and emotional maturity of students. Based on findings and conclusions of present study, the following recommendations are put forward:

1. Seminar should be organized on emotional maturity and frustration tolerance in colleges.
2. The students should get all opportunities in fulfilling their emotional needs for these colleges should provide opportunities Which channelize their energy in right direction.
3. College authority should produce better environment in school, it will definitely improve emotional maturity and social adjustment.
4. Students could be taken from all over Punjab. The sample was randomized and participants should be representative of other groups of students.

5. The present research findings are totally based on the students of Kapurthala District, a similar kind of research can be conducted in other districts and make a comparative analysis.

6. A comparative study of social adjustment in relation to emotional maturity of college going students only, university and school may prove to provide interesting results.

7. A study may be conducted in order to know the effect of social adjustment on students and its effect on their emotional maturity.

8. Our research provides new insight into the pattern of change in student's emotional and social adjustment but stronger claims about the social development and emotional maturity of students could be made possible through counseling seminars and programs.

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4.3 LIMITATIONS:

Research always has some limitations. This is especially true in case of research studies, which involves human behavior because at the time of data collection, individual tries to conceal his negative aspects. Following is the list of limitations in present study:

1. The area of the present study was limited to only one district of Punjab namely Kapurthala.

2. Only 200 college going students were taken as sample which may not represent the whole population of the college going students.

3. The time constraint was also a limiting factor in conducting the present study. The study was conducted on college going students of 2014-15 session only.

4.4 SUGGESTIONS

Research is never ending process. Every investigator after completing his piece of research inevitably becomes aware of areas in which further research is needed and naturally feels motivated to indicate areas which may be taken up for research by other investigator. The present study was undertaken the social adjustment of college going students in relation to their emotional maturity. The following suggestions might be useful for further investigations:

1. The study can be extended to wider sample of college going students of Punjab.
2. The study may be replicated to national level.
3. The study may be replicated in relation to other variables like self- concept, frustration and creative problem solving.
4. Similar kind of study may be conducted on students at university level.