

EMOTIONAL MATURITY AND SOCIAL ADJUSTMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS IN THIRUVALLUR DISTRICT

J.JEYAKUMAR

M.Ed Student ,Sivanthi College of Education

&

R.SANGEETHA

Asst Prof, Sivanthi College of Education

Abstract:

The paper discussed on emotional maturity and social adjustment at higher secondary students in thiruvallur district. By using the purposive random sampling technique 300 Higher Secondary Students were selected from various schools in thiruvallur District and utilized as subjects of this study. Normative survey method was used. This study is intended to find out the levels of Emotional Maturity and social adjustment of Higher Secondary Students and if there is any significant difference between the selected pairs of sub-samples. The study attempts to analyze the various aspects of emotional maturity and social adjustment among higher secondary students. Two variables were discussed in the study and it will be taken care by the investigate for further studies.as this study is important to be noted and it will be expected in future development. It is the dire need of the hour that as teenage adolescence students we should have proper emotional development to rightly use our human emotions. So our human mind has something vital to do with human emotions and we should give a social adjustment to control our emotions with the

mind! But our emotions need to be understood, taught, trained and controlled by the mind! Emotional maturity moves beyond intelligence to a higher state of consciousness, guided by what one senses, feels and intuit, and one's heart. Emotional maturity and social adjustment is a tool for promoting students mental health and personality. The findings of this study will be an eye opening to the researchers, curriculum practitioners and parents.

Keywords: *Emotional Maturity, social adjustment, leadership qualities, emotional health, intra personal*

Introduction

The main purpose of education is the progress of physical, social activity, emotion, and wisdom of student sustainability. The adequate education makes good quality human resources for a rapidly developing country. According to this reason, many countries have been trying to develop the educational quality in the national policy and strategy to enhance effective implementation.

a) EMOTIONAL MATURITY:

Emotional maturity is the key to a happy, fulfilled life. Without which, the individual falls an easy prey to the dependencies and insecurities. In the present circumstance, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in the day-to-day life. Emotional Maturity is a measure of one's capacity to create in a positive mental attitude. Emotional Maturity is the process of impulse control through the agency of self. **Morgan (1924)** stated the view that an adequate theory of Emotional Maturity must take an account of the full scope of the individual powers and his ability to enjoy the use of his powers. According to **Walter D. Smithson (1974)**, Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. Emotional Maturity actually is, "A process of readjustment, the infant learns under parental supervision what situations after permissible opportunities for emotional reactions

and to what extent, so that primitive elemental psychological response that we call 'emotion' becomes patterned in accordance with approved from the expression and repression favoured by culture" – **Frank (1963)**.

b) SOCIAL ADJUSTMENT:

Adjustment with school life is considered one of the main indicators of success in school life as it is an indicator for the student's ability to face the problems resulting from fulfilling his academic, social

and emotional needs. Through achieving adjustment with school life the students will be able to form a kind of good relationships with others in the school leading him to enhance his academic achievement. Moreover, adjustment with school life can be a strong indicator of the academic level of the students from one hand and the level of social relations development and achieving personal goals from the other hand. We can note that many educational scholars studied this aspect in order to explore the status of the academic, social and psychological level of school students then determining The problems facing them when trying to achieve their goals (**Al-nabhan, 2001; Ali, 2003; Saldern, 1992**). The stage of university life is an important part of the student's life as he moved from the total dependence on the teacher, family and curriculum into the complete independence. Moreover, many students move away from their cities into new places causing a change in their cultural, social and psychological environment, this may affect their adjustment with the school life (**Al-shinawi& Abdurrahman, 1994**). It is known that school life has its own demands and challenges, failure in meeting those demands and challenges will cause academic. Psychological and social problems for the student who is the mostly affected—by those problems (**Abu Baker,1997**). Social competence, like social adjustment, is often used as an umbrella term to include various aspects of a child's performance in social contexts. Those who design and provide programs for preschoolers and school-aged children in group settings often seek to enhance aspects of personal and social adjustment, either as a

primary outcome or as a valued by-product of other program activities (**Hauser-Cram & Shonkoff, 1988; Ysseldyke & Thurlow, 1993**).

OBJECTIVES OF THE STUDY

MAIN OBJECTIVES:

- ✓ To find out the level of Emotional Maturity and social adjustment among higher secondary school students.

SPECIFIC OBJECTIVES:

- ✓ To find out difference in Emotional Maturity and social adjustment among higher secondary school students based on their gender.
- ✓ To find out difference in Emotional Maturity and social adjustment among higher secondary school students based on their locality
- ✓ To find out difference in Emotional Maturity and social adjustment among higher secondary school students based on their type of school.
- ✓ To find out difference in Emotional Maturity and social adjustment among higher secondary school students based on their Medium of Instruction.
- ✓ To find out difference in Emotional Maturity and social adjustment among higher secondary school students based on their Parent's Educational qualification.
- ✓ To find out difference in Emotional Maturity and social adjustment among higher

secondary school students based on their Parent's Occupation.

METHOD

The investigator adopted the survey method of research as it is most suitable for the present study.

POPULATION

The investigator will select the higher secondary school students of Thiruvallur district.

SAMPLE

The investigator will adopt simple random sampling technique for this study. Sample of 200 higher secondary school students will be selected from different types of school management in Thiruvallur district. The sample will be manipulated by using the geographic variables viz, gender, locality, medium of instruction, parents educational qualification, Parent occupation, and types of social management.

PROCEDURE

TOOLS

The investigator will use the constructed tool to find out A Study on Emotional maturity and Social adjustment among higher secondary school students in Thiruvallur district. The investigator will use Emotional maturity questionnaire consists of 40 questions in five point rating scale (strongly agree, agree, undecided, disagree, strongly disagree) and Social adjustment questionnaire consists of 40 question in five point scale as mentioned above.

Sampling Technique

The Authors were used Random sampling and samples are collected only from the

Students of Higher Secondary level in various Schools located in and around thiruvallur area which is located in thiruvallur district, Tamil Nadu state, South India.

Delimitation of the Study

This study is delimited to the thiruvallur district, Tamilnadu, South India. This study is considering the Higher secondary students those who are studying in thiruvallur only.

Major Findings of the Study

1. It is found that, there is a significant difference in Emotional Maturity and social adjustment among higher secondary school students based on their gender.
2. It is found that, there is a significant difference in Emotional Maturity and social adjustment among higher secondary school students based on their locality.
3. It is found that, there is a significant difference in Emotional Maturity and social adjustment among higher secondary school students based on their type of school.
4. It is found that, there is a significant difference in Emotional Maturity and social adjustment among higher secondary school students based on their Medium of Instruction.
5. It is found that, there is a significant difference in Emotional Maturity and social adjustment among higher secondary school students based on their Parent's Educational qualification.
6. It is found that, there is a significant difference in Emotional Maturity and social adjustment among higher

secondary school students based on their Parent's Occupation.

RELAIBILITY OF THE TOOL

The reliability of the tool was found

Emotional maturity = 0.498

Social adjustment = 0.619

This study conducted was reliable and is valid.

Reliability analysis - statistics

Cronbach's Alpha	N of items
.498	200

Reliability analysis – social adjustment

Cronbach's Alpha	N of items
.619	200

Conclusion

This is the study which makes very comfortable to the researcher and also the reliability test are to said to continue for further research work. emotional maturity is little low because of the particular locality was chosen rural areas maximum. so has to concentrate both rural and urban areas equally for getting best output. This methodology provides the guidelines for the investigators about the way for the study has to be conducted. It is imperative to adopt a suitable methodology thereby we can generalize the findings. This research find out the following factors are affecting the emotional maturity and self concept such as hereditary factors, maturation, training, health, intelligence, family relationship, social environment and control over emotions, in other hand social adjustment are affecting by factors like age, appearance, gender, culture, economical states, environment, and parents education. The Emotional maturity and social adjustment

becomes important in the behaviour of individuals. As the students are the pillars of the future generations their value pattern of Emotional Maturity and social adjustment are vital. So the present study intends to measure the Emotional Maturity and social adjustment of higher secondary students. Emotional maturity and social adjustment is very essential for the students in their early (pre adolescence) educational field. This should be promoted in the minds of the students to improve their educational status without fear.

Bibliography

1. Social adjustment : Nearing, Scott, 1883
2. Psychology of Personal and Social Adjustment: Henry Clay Lindgren
3. Social adjustment and personality development in children Book by Merrill Flagg Roff
4. Child psychology .-PsycINFO Database Record

BLOGS

- [1] Maturity and competence: A transcultural view. Heath, Douglas H. Oxford, England: Gardner Maturity and competence: A transcultural view.(1977). xix 287 pp.
- [2] <http://pubs.sciepub.com/rpbs/1/5/4/>
- [3] <http://www.journalcra.com/article/study-emotional-maturity-higher-secondary-school-students>