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# A Study of Emotional Maturity and Adjustment among Adolescents in Mahasamund District

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**Abstract**— In the present research study, "A Study of Emotional Maturity and Adjustment among Adolescents" was conducted. Under this, 300 class 11th students (150 male and 150 female students) studying in higher secondary schools of Mahasamund district in Chhattisgarh state were selected using the stratified random sampling method under the descriptive research design. The primary analysis revealed a positive correlation between the emotional maturity and overall adjustment of higher secondary students. To measure the emotional maturity of the students, the Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava was administered, and for adjustment capacity, the Adjustment Inventory developed by Prof. A.K. Sinha and Prof. R.P. Singh was used. For data analysis, Mean, Standard Deviation (SD), and t-test statistics were employed, and to determine the differences, comparisons were made at the 0.01 and 0.05 significance levels. The research findings indicated that no significant difference exists in the emotional maturity and adjustment between adolescent boys and adolescent girls.

**Keywords**— Emotional Maturity, Adjustment, Adolescent urban boys, Adolescent Urban girls, Higher secondary standard.

## I. INTRODUCTION

The primary indicator of the onset of adolescence is a rapid shift in emotional development. Emotional maturity is essential for the balanced development of an individual's personality. Sekar Arul (2016), while studying the emotional maturity and adjustment levels of higher secondary students, found a positive correlation between emotional maturity and overall adjustment. Clearly, stable emotions render the personality effective.

Emotional maturity in adolescents is a condition in which high-level emotional development takes place. Bridges and good enough found in their studies that maturity holds a special place in emotional development. A mature individual can control their emotions according to the environment and circumstances, developing enough capacity to adjust to problems. The problem of adjustment depends heavily on an individual's behavior and nature.

Hence, the negative impact caused by intense emotions or extreme instability in adolescents is a matter of concern. If the channeling of emotions is guided by teachers keeping the students' goals in mind, the development of children will proceed in the right direction.

Adolescence is a confusing turning point in life, full of excitement and energy. It brings enthusiasm, hopes, expectations, and countless questions. Deciding whom to confide in or not makes it a highly sensitive juncture that can either give direction to life or lead it astray. Emotional maturity serves as the foundation for a happy and satisfied life. The age of puberty is not uniform across all adolescents. Therefore, what impact does this variation have on the adolescent mind? How do positive and negative emotions affect the child? What difficulties do adolescents face during adjustment? There are many such questions to which a successful teacher must have answers. Additionally, education systems should be arranged keeping the characteristics of adolescents in mind. This form of education will be highly beneficial for adolescents, as education plays a vital role in their holistic development.

According to the National Crime Records Bureau 2013-14 (Plus Survey) data, 34% of adolescents in Raipur committed crimes due to intense emotional behavior, 23% of children and youth (adolescents) committed suicide due to depression, and 12% of youth turned to crime due to workplace and domestic depression. The statistics of the Plus Survey are not only shocking but also serve as a warning that if caution is not exercised regarding lifestyles, the distinct identity of adolescents will fade away.

## II. REVIEW OF RELATED LITERATURE: INDIAN STUDIES

Kumar, A., & Mishra, S. (2016). Emotional maturity and academic achievement among adolescents. *International Journal of Education and Psychological Research*, 5(2), 1–6.

Vigneshwari, S., & Senthamizh Pava, M. (2020). Emotional maturity among higher secondary students. *International Journal of Psychosocial Rehabilitation*, 24(5), 4969–4976.

III. REVIEW OF RELATED LITERATURE: INTERNATIONAL STUDIES

Mayer, J. D., & Salovey, P. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>

Resurrección, D. M., Salguero, J. M., & Ruiz-Aranda, D. (2014). Emotional intelligence and psychological maladjustment in adolescence: A systematic review. *Journal of Adolescence*, 37(4), 461–472. <https://doi.org/10.1016/j.adolescence.2014.03.012>.

IV. ANALYSIS OF REVIEW OF LITERATURE

The reviewed studies indicate that emotional maturity plays an important role in adolescent adjustment. Adolescents with higher emotional maturity are better able to manage emotions, handle stress, develop healthy relationships and adjust effectively in school and society.

*Research Objectives*

1. To study the emotional maturity of urban adolescent boys and girls.
2. To study the adjustment of urban adolescent boys and girls.

*Research Hypotheses*

1. There will be no significant difference in emotional maturity between urban adolescent boys and urban adolescent girls.
2. There will be no significant difference in adjustment between urban adolescent boys and urban adolescent girls.

V. RESEARCH METHODOLOGY

The present study includes urban male and female students studying in class 11th across 6 higher secondary schools located in the Mahasamund district of Chhattisgarh state as the sample. The descriptive survey method under the stratified random sampling technique was adopted as the research method for this study.

*Tools Used in the Study*

To collect data related to the research problem, the Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava and the Adjustment Inventory developed by Prof. A.K. Sinha and Prof. R.P. Singh were utilized. Three dimensions of adjustment—emotional, social, and educational adjustment—were included.

Under these three dimensions, a list of 100 questions related to the significant problems of school students was prepared. The questions were to be answered in a 'Yes' or 'No' format. This specific questionnaire contains 60 questions, with 10 questions assigned to each dimension.

*Statistical Techniques Used*

The Mean, Standard Deviation (SD), and t-value of the scores were calculated.

VI. DATA ANALYSIS AND DISCUSSION

*Hypothesis 1:*

**Comparison of Emotional Maturity between Urban Adolescent Boys and Girls**

| Variable           | Urban Boys (n=150) |       | Urban Girls (n=150) |       | Mean diff. | **t** | Significant difference |
|--------------------|--------------------|-------|---------------------|-------|------------|-------|------------------------|
|                    | Mean               | SD    | Mean                | SD    |            |       |                        |
| Emotional Maturity | 92.11              | 25.02 | 87.34               | 20.46 | 4.77       | 1.80  | NS                     |

t (df=298) at 0.05 level 1.96 and t(df=298) at 0-01 level 2.59

It is evident from the above table that 150 urban boys and 150 urban girls were sampled to compare emotional maturity. Their calculated means are 92.11 and 87.34, respectively, and their standard deviations are 25.02 and 20.46, respectively. The calculated t-value is 1.80. However, the critical table value of t for \$df=298\$ is 1.96 at the 0.05 level and 2.59 at the 0.01 level, which is higher than the calculated value. Thus, no statistically significant difference was found in the emotional maturity of both groups.

Therefore, this null hypothesis is accepted.

*Conclusion*

No significant difference was found in emotional maturity between urban adolescent boys and girls. Viswanathan (2010), in a study conducted in the Trivandrum district, also found that gender does not create a significant difference in emotional maturity.

*Hypothesis 2:*

**Comparison of Adjustment between Urban Adolescent Boys and Girls**

| Variable   | Urban Boys (n=150) |      | Urban Girls (n=150) |       | Mean diff. | **t** | Significant difference |
|------------|--------------------|------|---------------------|-------|------------|-------|------------------------|
|            | Mean               | SD   | Mean                | SD    |            |       |                        |
| Adjustment | 15.46              | 6.83 | 14.62               | 12.27 | 0.84       | 0.73  | NS                     |

\*Table Value of t (df=298) at 0.05 level = 1.96; at 0.01 level = 2.59\*

It is evident from the above table that 150 urban boys and 150 urban girls were taken to compare adjustment levels. Their means are 15.46 and 14.62, respectively, while their standard deviations are 6.83 and 12.27, respectively. To find the significant difference between the two groups, the t-value was calculated. The calculated t-value is 0.73. However, the critical table value of t for \$df=298\$ is 1.96 at the 0.05 level and 2.59 at the 0.01 level. Comparing both values, the calculated t-value is lower. This indicates that no significant difference exists in the adjustment of both groups.

Therefore, this null hypothesis is confirmed/accepted.

*Conclusion:*

No significant difference was found in adjustment between urban adolescent boys and girls. Audichya (2006) studied the emotional, social, and educational adjustment of rural adolescent boys and girls and found no significant difference across school, social, and educational adjustment.

**VII. EDUCATIONAL IMPLICATIONS**

The age of 17 to 18 years is a critical period in students' lives for making vital vocational education decisions based on their interests. Choudhary and Jain (2012), in their study on adolescence, noted that it is absolutely essential to discover and resolve factors that impact emotional behavior, adjustment capacity, and self-concept. This is because this developmental stage indirectly influences their home, peer groups, school, and social behavior. This stage is often the root cause of unnecessary stress and anxiety. Implementing supportive measures will enable them to become mindful of their responsibilities.

The present study was conducted on 300 students in Mahasamund district. Its conclusions are beneficial for parents, teachers, counselors, administrators, and stakeholders alike. Through this study, teachers and counselors will find help in assessing students' attitudes. Counselors can trace the underlying causes of unstable emotional maturity in a child. Teachers can provide an enriching environment and guide parents with the help of a counselor. To encourage children, an optimal classroom and outer school environment can be structured using proper resources, helping students become emotionally mature.

**VIII. SUGGESTIONS**

The Kothari Commission (1964-66) was the first education commission in the country to provide solid recommendations keeping social changes in mind. According to the commission, under the common school system, a national educational framework for adolescents can be built where children from all strata of society study together.

The Sports Policy of 2005 should be effectively implemented at the school level for the benefit of adolescents. This will cultivate leadership qualities and sportsmanship, enabling them to control emotions and enhance their adjustment capabilities within their peer groups, families, and schools.

Parents need to be aware that individual differences exist in every child. Expecting performance beyond a child's capacity will lead to anxiety. Failing to meet extreme expectations causes frustration and despair, resulting in maladjustment, low self-concept, and an adversely affected personality. Therefore, parents should consistently encourage their children.

Adolescents should bring positivity into their thoughts and discard negative thinking. They must leverage educational opportunities and actively participate in co-curricular activities. These actions will facilitate emotional regulation and refinement, leading to superior adjustment across all spheres of life and ensuring holistic personality development.

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