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EMOTIONAL MATURITY AND ADJUSTMENT AMONG COMPETITIVE EXAMINATION ORIENTED STUDENTS.

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ABSTRACT

Objective: An attempt was made to examine emotional maturity and adjustment among Competitive Examination Oriented Students. **Sample:** The present study was carried on 80 graduate and post-graduate students of various competitive examination preparations classes and various reading room in Aurangabad Districts (Maharashtra) who are preparations competitive examination. The sample included that 40 males and 40 females among above 5 year and below 2 year of preparations (age between 18 to 25 years) selected by purposive sampling method. **Tools:** Emotional maturity scale developed by Roma Pal (1988) was used to measure emotional maturity; Revised Adjustment Inventory developed and standardized by Pramod Kumar (1999) was used to measure adjustment level. **Statistical methods:** Descriptive statistical methods used for mean, SD and t test out for analysis of the data. **Result:** The significant difference is found between male and female as well as above 5 and below 2 year of examination preparation on the level of emotional maturity and adjustment. There is positive correlation found between level of emotional maturity and adjustment among competitive examination oriented student.

KEYWORDS: Emotional maturity, adjustment, Competitive Examination Oriented Students, above 5 year & below 2 year of prepare.

INTRODUCTION

In the modern age of education Students spontaneously seek competition with their peers. They seem to have an innate desire to compare themselves with others in every way. Just as with education, also some form of competition became formalized long ago in human

history. That is competition is bound by rules and becomes organized by specialists. However, early historical records are much less explicit about this than in the case of education. On a global scale, National education systems, intending to bring out the best in the next generation, encourage competitiveness among students through the job.

In the present circumstances, youth 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. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. Following factors are affecting the success of competitive examination oriented students.

EMOTIONAL MATURITY

Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. It is a stage, which is very essential in human life. One of the major aims of any good educational programmed is to help the learner to gain emotional maturity. Dosanjh (1956) says, "Emotional maturity means a balanced personality, it means the ability to govern disturbing emotion, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies".

Emotional maturity is one of the person's growth stages in life and is considered an essential step in achieving the success and happiness along with the achieving the physical, mental, social, economical maturity. Therefore, the emotionally mature is not one who necessarily and hostility but it is continuously in process of seeing himself in clear perspective, continually involved in a struggle to gain health integration of feeling, thinking and action. So, emotional maturity can be called as the process of impulse control through the agency of self or ego.

ADJUSTMENT

The process of adjustment starts right from the birth of the child and continues till his death. Life is a continuous process of adjustment most of them apparently significant and many of them carried out more or less automatically with no particular thought and often without awareness. According to Gates and Jersil "Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment". A well adjusted person knows his strengths and weaknesses. He never suffers from emotional craving and social isolation. He has no fault finding attitude. There are so many factors which can influence the process of adjustment level of aspiration, socio-economic status, family environment, frustration and above all his environment maturity. Enochs and Roland (2006) examined the relationship between living environment, gender, overall adjustment to college and social adjustment in freshmen's academic and overall adjustments. The study found that boys had significantly higher overall adjustment levels than girls regardless of living environment. SumanNehra (2014) found no significant relationship between Adjustment and emotional maturity in own study. Armin Mahmoudi found high positive correlation (0.78) between emotional maturity and adjustment.

Bharti Sharma (2013) compared college adjustment processes and emotional maturity between first and final year female students enrolled in different undergraduate courses offered by colleges affiliated with the University of Rajasthan in Jaipur city. 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.

Mukesh Kumar, Nandani Chaurasia and Mansi Gupta (2015) the purpose of the present study was to see the relationship between emotional maturity and adjustment of college student and to see the impact of gender & stream on emotional maturity and adjustment. For this purpose 100 student of B.A. & BSC (50 boys + 50 girls) were selected from different college of Lalitpur. They were in the age group between 18-22 years. To collect the required data for the present study EMS developed by Singh and Bhar-gava (1990) and adjustment inventory college students developed by A. K. P. Sinha & R.P. Singh (Hindi Adaptation) was administered on all subjects. The obtained data were analyzed with the help of Mean, SD, test and correlation. The result revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS.

Vinita Kumari Sinha (2014). Examined Emotional Maturity and Adjustment of College Student, present study was to see the relationship between emotional maturity and adjustment of college student and to see the impact of gender on emotional maturity and adjustment. For this purpose 200 student of BA-I (100 boys + 100

girls) were selected from different college of Ranchi. To collect the required data for the present study EMS developed by Singh and Bhargava (1990) and Bell adjustment inventory (Hindi Adaptation) was administered on all subjects. The obtained data were analyzed with the help of Mean, SD, t test and correlation. The result revealed that 1) Level of emotional maturity and adjustment of students were positively correlated. 2) There were significant differences between boys and girls student in term of their emotional maturity and adjustment viewpoint.

Problem of the study

To study the emotional maturity and adjustment among competitive examination oriented students.

The objective of the study:

In the present study following objective were framed

1. To Measure the emotional maturity of males and females in competitive examination oriented students..
2. To search the emotional maturity of competitive examination oriented students in the year of preparation.
3. To examine the adjustment of males and females in competitive examination oriented students
4. To study the adjustment of competitive examination oriented students in the year of preparation.
5. To study the relationship between the level of emotional maturity and adjustment among competitive examination oriented students.

HYPOTHESES OF THE STUDY:

1. There will be a significant difference between males and females competitive examination oriented students to emotional maturity.
2. There will be a significant difference between years of preparation competitive examination oriented students to emotional maturity.
3. There will be a significant difference between males and females competitive examination oriented students to adjustment.
4. There will be a significant difference between two & below the year of preparation and five & above the year of preparation competitive examination oriented students to adjustment.
5. There will be positive correlation between emotional maturity and adjustment among competitive examination oriented students.

METHODOLOGY:

Sample- The present study was carried on 80 graduate and post-graduate students of various competitive examination preparations classes and various reading room in Aurangabad Districts (Maharashtra) who are preparations competitive examination. The sample included that 40 males and 40 females from above 5 year and below 2 year of preparations (age between 18 to 25 years) selected by purposive sampling method.

Variables

• Independent variables-

1. Gender (Males and Females).
2. Year of preparation (5 & above and 2 & below)

• Dependent variables

1. Emotional maturity
2. Adjustment

• Control variables

1. Age, Socio Economic Status and Arts and Science students,

Research tools:

To collect the data following tools was used.

1. Emotional maturity scale.

Emotional maturity scale developed by Roma Pal (1988) was used to measure emotional maturity the scale contains 40 items with totally agree, neutral, generally, disagree and totally disagree. The maximum possible score is 200 and minimum is 40. The scoring pattern shows that more score indicates less emotional maturity. The low score on the scale indicates good (more) emotional maturity. The reliability score of emotional maturity scale comes to 0.84, derived by the split half method.

2. Revised adjustment inventory.

Revised Adjustment Inventory developed and standardized by Pramod Kumar (1999). It consisted of 40 statements and the subject has to give his/her answer in 'YES' or 'NO'. Its main purpose is to understand the person's general adjustment. In this scale statement no. 33 are positive and others statements are negative. As The Method of Half split, the Reliability of This test is 0.88 and as per the Method of Test-Retest it is 0.81 for male and 0.74 for female. The

The procedure of data collects:

The whole sample comprised of total 100 competitive examination oriented students from various classes and reading room of Aurangabad (Maharashtra). Finally out of 80 students taken for this studied. The sample was constituted of an equal number of male (n-40) and female (n-40). The sample was selected through purposive sampling technique as students those who prepared competitive examination. After having the sample selected, the researcher was administrated the emotional maturity and revised adjustment inventory. Before conducting the test as sample rapport building was done and they also ensured that their answers and identity kept confidentially. To fill the test subject were given general instruction regarding each test and administration after their assurance that they are able to fill response, after the data collection all the procedure is given in the manual.

Statistical Methods:

Descriptive statistical methods used for mean, SD and t test out for analysis of the data.

RESULT AND DISCUSSION:

The main finding of the present study

Table No. 1 showing Mean, SD and t value of emotional maturity between Male and Female competitive examination oriented students.

Gender	N0	Mean	SD	t value	Sign. Level
Males	40	114.12	16.43	2.60	0.01 level
Females	40	124.15	17.92		

Result depicts that the mean and SD of emotional maturity among competitive exam oriented male is 114.12 and SD is 16.43 respectively whereas in female it is 124.15 and SD is 17.92 respectively and then t value is $t=2.60$, which is significant at .01 level ($p<0.01$). It means that there is a significant difference between male and female who preparations competitive examination oriented on the level of emotional maturity. Thus, hypothesis No. 1 is accepted for this investigation. Similar result found by Vinita Kumari Sinha (2014) there was significant differences found between boys and girls student in term of their emotional maturity viewpoint.

Table No. 2 showing Mean, SD and t value of emotional maturity between years of preparation competitive examination oriented students.

year of preparation	N0	Mean	SD	t value	Sign. Level
Above 5.	40	115.28	16.02	2.03	0.01 level
Below 2.	40	123.00	17.92		

The mean and SD of emotional maturity among five and above the year of preparation competitive examination oriented students is 115.28 and SD is 16.02 respectively whereas in two & below year of preparation competitive examination oriented students is 123.00 and SD is 17.92 respectively and then t value is $t=26.97$, which is significant at .01 level ($p<0.01$). It means that there is a significant difference between five & above the year of preparation competitive exam oriented students and two & below year of preparation competitive oriented exam students on the level of emotional maturity. Thus, hypothesis No.2 is accepted for this investigation. Similar study found by Bharti Sharma (2013) 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. And those students doing preparation from 5 year they have able to face reality and to relate positively to life experience derive from the ability to learn from experience.

Table No. 3 showing Mean, SD and t value of Adjustment between Male and Female competitive examination oriented students.

Gender	N0	Mean	SD	t value	Sign. Level
Males	40	27.58	4.74	4.06	0.01 level
Females	40	23.35	4.54		

The mean and SD of adjustments among competitive exam oriented male is 27.58 and SD is 4.74 respectively whereas in female it is 23.35 and SD is 4.54 respectively next t value is $t=33.06$, which is significant at .01 level ($p<0.01$). It means that there is a significant difference between male and female who preparations competitive exam oriented on the level of adjustment. Thus, hypothesis No.3 is accepted for this investigation. Similar study found by Vinita Kumari Sinha (2014) there was significant differences found between boys and girls student in term of their adjustment viewpoint.

Table No. 4 showing Mean, SD and t value of adjustment level between years of preparation of competitive examination oriented students.

year of preparation	N0	Mean	SD	t value	Sign. Level
Above 5.	40	28.45	4.24	6.48	0.01 level
Below 2.	40	22.48	3.99		

The mean and SD of adjustments among five and above the year of preparation competitive examination oriented students is 28.45 and SD is 4.24 respectively whereas in two & below year of preparation competitive oriented examination students is 22.48 and SD is 3.99 respectively then t value is $t=13.83$, which is significant at .01 level ($p<0.01$). It means that there is a significant difference between two & below the year of preparation competitive examination oriented students and five & above year of preparation competitive

oriented exam students on the level of adjustments Thus, the hypothesis No.4 is validated on the basis of this investigation. Similar result found by Bharti Sharma (2013) the final year students were more socially adjusted and more integrated into the social fabric of the college than first year students.

Table no -5. Show that correlation between emotional maturity and adjustment.

Variable	N0	Mean	SD	Pearson correlation	P. value
Emotional maturity	80	119.14	17.33	0.72	< 0.01 level
Adjustment	80	25.46	5.08		

The result table no-5 shows that the mean score of emotional maturity significantly correlated with the mean score of adjustment. The results indicate that students who are emotional mature also well-adjusted in their life especially when they are studying of competitive examination .on the other side students who have more emotional immaturity have poor adjustment in their life. The obtained correlation between the two is 0.72, which means that the two concerned variables are highly correlated to each other. Similar result found by Armin Mahmoudi has also found positive relationship between emotional maturity and adjustment level of college students in his study, Vinita Kumari Sinha (2014) has also result revealed that Level of emotional maturity and adjustment of students were positively correlated and different result is found by SumanNehra (2014) has no significant relationship between Adjustment and emotional maturity in own study.

CONCLUSION

Based on the analysis of the data it is clear that the level of emotional maturity and adjustment is found better in male than female competitive exam oriented students. And The significant difference is found between years of preparation on the level of Emotional maturity and adjustment. Five & above the year of preparation competitive exam oriented students has developed better Emotional maturity and adjustment than Two & below the year of preparation competitive oriented exam students. Next there was strongly positive correlation is found between emotional maturity and adjustment.

LIMITATIONS OF THE PRESENT RESEARCH

- + The scope of the study was limited to competitive exam oriented students of Marathwada region only hence the results may not be generalized to the whole Maharashtra. So, further research may be conducted at the State level in India.
- + In the present research, only 18 to 25 between age group were taken as a sample, further investigation can be done on above age group.
- + The present investigation focused on the only limited psychological aspect of competitive examination oriented students namely emotional maturity and adjustment level but other extended psychological variables can be taken to get a better understanding of the student's behavior.
- + In this present study sample size was taken small but comprehensive study needs to be conducted on a larger domain of sample to obtain more precise results.

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