



## A Study Of Emotional Maturity And Adjustment Of B.Ed., Trainees In Cuddalore District

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### ABSTRACT:

*Adjustment is the important element for human beings. Adjustment goes along with maturation. Mature people adjust well and immature people will have maladjustment within the individual as well as with people who are living around him. The prolongation such as maladjustment creates problems of maladjustment results in mental disorder and therefore for healthy living, adjustment is an important psychological phenomenon that every human species requires most.*

### INTRODUCTION:

Adjustment is the behavior that permits us to meet the demands of the environment. As an attempt to meet the demands at the environments, individuals either try to change the environments or change their own attitudes. This is achieving by having a wealth of models to innate so that they learn many ways at influencing the environment interoperating experiences in such a way that they perceive solutions to problems. Which do not arouse negative emotions such as fear and anger believing in their own abilities to achieve desire reinforces, being able to regulate their own behavior so that they bring about the desire efforts by changing the environment or creating new environment so they reinforcement become available Spencer & Jeffery (1992)

Symonds (1993), defined adjustment as a satisfactory relation of an organism to its environment". Even though various concepts of adjustment depend upon the meaning that is read into the word "Satisfactory". or what constitutes a "Satisfactory relationship' may mean adaption need reduction.

### OBJECTIVES OF THE STUDY:

1. To find out the adjustment of male and female B.Ed., Trainees in Cuddalore District.
2. To find out the emotional maturity of male and female B.Ed., Trainees in Cuddalore District.

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**HYPOTHESES OF THE STUDY:**

1. There is no significant difference between male and female B.Ed., Trainees in Cuddalore District.
2. There is no significant difference between male and female B.Ed., Trainees with regard to emotional maturity.

**SELECTION OF THE SAMPLE:**

The sample consists of 254 B.Ed., Trainees they are selected from 3 B.Ed., colleges in Cuddalore District. They were Arts and Science on the basis of degree. In order to control the influence of other, extraneous variable researcher has concentrated only on students of B.Ed.,. The sample consists of both male and female students.

**TOOLS USED:**

In order to collect the necessary data to achieve the study few psychological tools were used

1. Adjustment Inventory for college students Singha and Singha (1980)
2. Emotional Maturity Scale by Yashvir Singh (1990).

**DESCRIPTION OF THE TOOLS:****Adjustment Inventory:**

This tool was developed and standardized by Singha and Singha (1980) it consists of 102 questions relation to home, health, social, emotion and educational areas. These are two responses categories "yes" and "no" at the end of each questions.

**Emotional Maturity:**

Emotional Maturity scale was developed by Yashvir Singh (1990), It consists of 48 items it assess the emotional maturity of an individual in five dimensions namely Emotional instability, Emotional regression, Social Maladjustment, Personality integration and lack of independence. There are five alternatives choices among choices, responds selection any one.

**TABLE – 1**  
**THE MEAN AND STANDARD DEVIATION OF B.Ed., TRAINEES ADJUSTMENT AND ITS COMPONENTS ON THE BASIS OF GENDER.**

Gender	Home	Health	Social	Emotional	Education	Total
Male 'N'	176	176	176	176	176	176
Mean	12.51	12.66	9.74	12.87	10.18	57.95
SD	11.34	11.27	8.49	11.75	11.54	31.25
Female 'N'	78	78	78	78	78	78
Mean	10.78	10.92	12.21	10.94	10.04	54.88
SD	9.25	10.49	10.55	9.35	13.78	27.29
Total 'N'	254	254	254	254	254	254
Mean	10.04	10.94	11.75	1.89	13.78	54.18
SD	13.78	9.35	9.35	1.06	11.54	26.65
't' ratio	1.27 NS	0.31 NS	0.87 NS	1.40 NS	0.07 NS	0.79 NS

NS – Not Significant

It is observed from the table in home, health, emotional and in educational adjustment male B.Ed., Trainees scores highly means values than female B.Ed., Trainees. So male Trainees have high adjustment in those components. But female Trainees scores high or mean value in social adjustment. This show female Trainees have high adjustment in social. In the total score of adjustment, male Trainees have higher than the female Trainees. But the calculated 't' value in adjustment in its components are failed to confirm.

So it's stated that hypothesis is accepted.

**TABLE -2**  
**THE MEAN AND STANDARD DEVIATION OF B.Ed., TRAINEES EMOTIONAL MATURITY**  
**AND ITS COMPONENTS ON THE BASIS OF GENDER**

Gender	Emotional unstability	Emotional	Social maladjustment	Personality disintegration	Lack of independence	Total
Male 'N'	176	176	176	176	176	176
Mean	8.74	12.66	9.74	12.87	10.18	54.18
SD	8.13	11.27	8.49	11.75	11.24	26.65
Female 'N'	78	78	78	78	78	78
Mean	10.13	12.21	10.92	10.94	10.04	54.23
SD	7.31	10.49	10.55	9.35	13.78	23.84
Total'N'	254	254	254	254	254	254
Mean	10.92	10.14	8.71	8.71	7.64	42.52
SD	10.55	11.52	8.12	8.12	5.12	20.42
't' ratio	1.34 NS	0.31 NS	1.40 NS	1.40 NS	0.07 NS	0.01 NS

NS – Not Significant

It is observed from the table 2 in the case of emotional maturity and its components female B.Ed., Trainees have scores higher mean value in emotional regression, male B.Ed., Trainees scores higher mean value in personality disintegration. In the mean total score of emotional maturity, both male and female scores almost equal mean value. The't' value for emotional maturity and its components are not significant at 0.01 and 0.05 levels. The hypotheses is accepted.

#### CONCLUSION:

It is observed that the home, health, emotional and educational adjustment of male B.Ed., Trainees scores higher mean value than female. In emotional maturity and its components female B.Ed., Trainees have scores higher than in emotional regression but male B.Ed., Trainees scores higher mean value in personality disintegration. Therefore irrespective of gender of both male and female B.Ed., Trainees have same levels at adjustment.

#### REFERENCES:

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Yashivir Singh (1990) Emotional Maturity Scale.