

Emotional maturity and adjustment among urban and rural college students

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Abstract: Adolescence is an important phase in life. It's a transition period from childhood to teenage. There is lot of changes that tends to take place both physically and psychologically. Emotional maturity at any stage reflects the normal emotional development in an individual. Emotional maturity is a state of having reached an adult level of emotional development which implies emotional control in social situation. (Shimsiya & Parambat, 2016). According to Menninger (1999), "Emotional maturity can be defined as a process in which the personality always determined for better sense of emotional well-being". As adolescents the students need to adjust to different areas. Adjustment is a process of having a satisfactory relationship between individual and the environment. According to Gates et al., (1950) the term adjustment has two meanings. In one sense it is a continual process by which a person varies in behavior to produce a more harmonious relationship between himself and his environment. In another sense adjustment is a state, i.e., the condition of harmony arrived at by a person whom we call "well adjusted". The aim was to study the emotional maturity and adjustment among the college students. Students pursuing their degree and who were above 19 years of age were considered for the study. The sample consisted of 60 students of which 30 students studying in City College and 30 students studying in rural college. The participants were administered emotional maturity scale and Bell's adjustment scale. A purposive sampling technique was opted for the study. The mean, SD, and "t" was computed using appropriate statistical measures. The results revealed that there was significant difference with regard to different dimensions of emotional maturity among urban and rural college students. Significant difference was also found with regard to home and health adjustment among urban and rural students.

Key Words: Adjustment, Emotional Maturity, Rural, Students, Urban.

1. INTRODUCTION:

College life is very important stage for students. This is the stage where the students use their cognitive and social abilities and prepare themselves for their adult life as well as their career life. This is the phase in which an individual attains physical, emotional and mental maturity. An individual gains knowledge and experience to deal with psychological stress, pressure, conflicts, maintain good relation with family and friends develops self-confidence, tries to manage stresses of life along with academic struggle to achieve good grades. For all this purpose they do to balance their emotions.

Emotions are basic foundations of all relationship in everybody's life and the influence of emotions cannot be ignored. Emotions one's inner voice that will guide the individual to attain maturity and pass the same experience to the next generation. An emotionally balanced individual not only controls his/her impulses but also has control over the situations. According to Smitson, D.W. (1974), Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both Intra-psychically and Intra-personality. Emotional Maturity or stability might be considered as a potential factor in any field of life.

A person emotional behavior matures at any level which is shown in his/her normal emotional development. It is a phase which is very important in an individual's life. The main goal of education system is to help the students to obtain emotional maturity. An emotionally matured individual will have full control over the situation and his feelings. Nevertheless, the person behaves according to accepted cultural and social norms of the society. As the child steps into adolescence there are emotional changes which can be observed; outbursts of emotions are usually seen. Adolescents tend to compare themselves with others. But an emotionally matured individual tries to analyze the situation and understand his duties and responsibilities. According to Good (1981), emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and do not fit to deal successfully with reality and to adult love relationship without under emotional strain Crow and Crow (1962), has also revealed "that emotionally mature or stable individual, regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that affect the young and view himself

objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour”.

Adjustment refers to the behavioral process of balancing conflicting needs, or needs challenged by obstacles in the environment. Humans and animals regularly adjust to their environment. Successful adjustment is crucial to having a high quality of life. Those who are unable to adjust well are more likely to have clinical anxiety or depression, as well as experience feelings of hopelessness, anhedonia, difficulty concentrating, sleeping problems and reckless behavior. Successful adjustment is also called being 'well adjusted' and is critical to mental health. Colloquially, being well-adjusted is defined as a person who "is reasonable and has good judgment...their behavior is not difficult or strange." Studying in higher education exposes students to a variety of new challenges including academic demands, autonomy toward their needs and activities, and more independent in learning than the previous education (Credé & Niehorster, 2012).

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Studying in higher education exposes students to a variety of new challenges including academic demands, autonomy toward to their needs and activities, and more independent in learning than the previous education (Crede & Niehorster, 2012). Successful college adjustment can be seen from their involvement in institutional activities, psychological wellbeing, and good academic performance (Julia & Veni, 2012). Adjustment can bring in anxiety in a person. This is a crucial phase that the student experiences to the altogether new set up, new place and new people. It's a true challenge that the student faces during his teenage life. The existence of new responsibilities could drive them to be doubt on their own ability in adjusting to their academic tasks and new cultures of their friends which then become pressure for them. Student adjustment will affect academic performance (Abdullah & Elias, 2009). Adjustment problems happen to them because they are at the level of adolescent development. It is a period when they feel self-identity crisis, and meet demands of other development as an effect of new challenges such as being separated from their parents (Wiley & Berman, 2013). Despite the importance of a college education for increased earnings, meaningful employment, and subsequent quality-of life (Carnevale and Desrochers, 2003), nearly one in four undergraduate students leave college before completing their second academic year (Hamiton and Hamilton, 2006). This poses a serious challenge to the adjustment problems among the college students. So it is required to highlight the adjustment problems of college students so that some measures may be taken to reduce their problem.

Aim: To find the emotional maturity among urban and rural college students
To find the home and health adjustment among urban and rural college students.

Objectives: To study the emotional maturity among urban and rural college students
To study the home and health adjustment among urban and rural college students.

Hypothesis:

1. There will be no significant difference in emotional maturity among urban and rural college students
2. There will be no significant difference in the dimension of emotional stability among urban and rural college students
3. There will be no significant difference in the dimension of emotional progression among urban and rural college students
4. There will be no significant difference in the dimension of social adjustment among urban and rural college students
5. There will be no significant difference in the dimension of personality integration among urban and rural college students
6. There will be no significant difference in the dimension of independence among urban and rural college students
7. There will be no significant difference in home adjustment among urban and rural college students
8. There will be no significant difference in health adjustment among urban and rural college students.

2. RESEARCH METHOD:

Variables:

Independent variables

Urban and rural college students

Dependent variable:

Emotional maturity, Home and Health adjustment

Sample:

The sample consisted of 60 students among which 30 students were studying in City College and 30 students were studying in rural college. The student’s age ranged between 19 to 22 years. Both the genders were considered for the study.

Inclusion Criteria:

1. Students studying in City College
2. Students studying in Rural College
3. Both male and Females were considered for the study.
4. Students studying degree.

Exclusion Criteria:

1. Students studying in 11th and 12th standard
2. Students residing in hostels
3. Students below the age group of 19 years were not considered for the study

Research design:

A between group design with purposive sampling was opted for the study

Tools:

Emotional Maturity Scale developed by Dr. Yashvir Singh & Dr Mahesh Bhargava (2012)
 Bell’s Adjustment Inventory revised (1962) Student Form developed by Hugh M. Bell

Description of the tool:

The Emotional Maturity scale has five broad factors: (a) Emotional stability, (b) Emotional progression, (c) Social adjustment, (d) Personality integration, (e) Independence. Emotional maturity Scale has a total of 48 items under the five categories: Emotional stability, Emotional progression, Social Adjustment, Personality integration and Independence. The scale has the reliability of 0.75 by test retest method. It has an internal consistency, the reliability of emotional stability was 0.75; emotional progression was 0.63; social adjustment was 0.58; personality integration was 0.86 and independence was 0.42. Validity of this scale was 0.64.

The Bells Adjustment Inventory consists of 140 items, 35 in each of the categories of home, health, social and emotional adjustment. The questions are scored to indicate the total number of undesirable responses in each area. Low scores on the BAI are indicative of better adjustment than are high scores. The coefficients of reliability for each of the four sections of the inventory were determined by correlating the odd even items and applying the Spearman-Brown prophecy formula. It is seen that the coefficient of reliability (N=258) Home adjustment - .89, Health adjustment - .80, Social adjustment - .89 and Emotional adjustment .85.

Procedure:

The College going students studying in degree rural and urban colleges constituted the sample for the present study. The total sample consisted of 60 students of whom 30 students both male and females were studying in rural college and 30 students were studying in urban college. Those students who volunteered for the study were administered emotional maturity and bells adjustment inventories.

Analysis of the results:

The results were scored and independent ‘t’ test was computed to study the emotional maturity and bells adjustment of the students.

3. RESULT AND DISCUSSION :

Table 1 showing the Mean SD and ‘t’ for emotional maturity among rural and urban students.

Area	Sample	N	Mean	SD	t
Emotional Maturity	Rural Students	30	72.03	3.18	6.74**
	Urban Students	30	78.20	3.86	
**Significant at 0.0 level					

The result in the table indicates that the rural students have obtained mean score of 72.03 and SD is 3.18. The urban students have obtained mean score of 78.20 and SD of 3.86. The t value is 6.74 which is significant at 0.01 level. The result shows that there is significant difference with regard to emotional maturity among rural and urban students. The mean value and SD shows that the urban students have better emotional maturity when compared to the rural students. The obtained result has been supported by the study conducted Jitender and Mona (2015). The results of their study have revealed that the urban students are more emotionally mature than rural students. Researcher Waghmare, D. R. (2018) has reported that the urban students are more emotionally mature compared to the rural students. In a study conducted by Das, J and Padmavathy, R.D (2019) on Relationship between Emotional Maturity and Altruistic Behavior among High School Students, the result showed that the urban students are emotionally mature than the rural students.

Table 2 showing the Mean SD and ‘t’ for emotional stability dimension among rural and urban students.

Area	Sample	N	Mean	SD	t
Emotional Stability	Rural Students	30	3.53	0.62	2.48*
	Urban Students	30	3.97	0.71	
*Significant at 0.05 level					

The result in the table indicates that the rural students have obtained mean score of 3.53 and SD is 0.62. The urban students have obtained mean score of 3.97 and SD of 0.71. The t value is 2.48 which is significant at 0.05 level. The result shows that there is significant difference with regard to emotional stability among rural and urban students. The mean value and SD shows that the urban students have better emotional stability when compared to the rural students. The obtained result has been supported by the study conducted by Priyadarshini. N (2018). The study reported that the urban students have better emotional stability than the rural students. Similar result has been obtained by Kumar, B (2018). The author has reported that the urban students are highly emotional stable than the rural students.

Table 3 showing the Mean SD and ‘t’ for emotional progression dimension among rural and urban students.

Area	Sample	N	Mean	SD	t
Emotional progression	Rural Students	30	3.97	0.71	2.13*
	Urban Students	30	4.33	0.60	
*Significant at 0.05 level					

The result in the table indicates that the rural students have obtained mean score of 3.97 and SD is 0.71. The urban students have obtained mean score of 4.33 and SD of 0.60. The t value is 2.13 which is significant at 0.05 level. The result shows that there is significant difference with regard to emotional stability among rural and urban students. The mean value and SD shows that the urban students have better emotional progression when compared to the rural students. The obtained results have been supported by the study conducted by Priyadarshini.N (2018). According to the study the urban students have better emotional progression than the rural students. In a study carried out by Kumar, B (2018) the result has revealed that urban adolescents have higher emotional progression than their counterparts.

Table 4 showing the Mean SD and ‘t’ for social adjustment dimension among rural and urban students.

Area	Sample	N	Mean	SD	t
Social Adjustment	Rural Students	30	4.20	0.76	2.24*
	Urban Students	30	3.80	0.61	
*Significant at 0.05 level					

The result in the table indicates that the rural students have obtained mean score of 4.20 and SD is 0.76. The urban students have obtained mean score of 3.80 and SD of 0.61. The t value is 2.24 which is significant at 0.05 level. The result shows that there is significant difference with regard to social adjustment among rural and urban students. The mean value and SD shows that the rural students have better social adjustment when compared to the urban students. The obtained result has been supported by the study conducted by Kumar, B. (2018). He conducted a study on “Study of difference of emotional maturity among adolescents of Dehradun”. The result shows that the rural students have better social adjustment than the urban students.

Table 5 showing the Mean SD and ‘t’ for personality integration dimension among rural and urban students.

Area	Sample	N	Mean	SD	t
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Personal Integration	Rural Students	30	4.23	0.77	3.95**
	Urban Students	30	3.57	0.50	
**Significant at 0.01 level					

The result in the table indicates that the rural students have obtained mean score of 4.23 and SD is 0.77. The urban students have obtained mean score of 3.57 and SD of 0.50. The t value is 3.95 which is significant at 0.01 level. The result shows that there is significant difference with regard to social adjustment among rural and urban students. The mean value and SD shows that the rural students have better personality integration when compared to the urban students. The obtained result has been supported by the study conducted by the studies carried out by Priyadarshini. N (2018). The results reveal that the rural adolescents have higher personality integration than the urban adolescents. Kumar, B. (2018) in his study has concluded that rural adolescents have higher personality integration than the urban adolescents.

Table 6 showing the Mean SD and ‘t’ for independence dimension among rural and urban students.

Area	Sample	N	Mean	SD	t
Independence	Rural Students	30	4.07	0.58	3.51**
	Urban Students	30	3.47	0.73	
**Significant at 0.01 level					

The result in the table indicates that the rural students have obtained mean score of 4.07 and SD is 0.58. The urban students have obtained mean score of 3.47 and SD of 0.73. The t value is 3.51 which is significant at 0.01 level. The result shows that there is significant difference with regard to Independence among rural and urban students. The mean value and SD shows that the rural students have better independence when compared to the urban students. The obtained result has been supported by the study conducted by Kumar, B. (2018). The study concluded that the rural adolescents are more independence than the urban adolescents. Study carried out by Priyadarshini. N (2018) has also revealed that the rural adolescents have more independence than the urban adolescents.

Table 7 shows the Mean SD and ‘t’ for Home adjustment among rural and urban students.

Area	Sample	N	Mean	SD	t
Home Adjustment	Rural Students	30	2.73	0.58	3.96**
	Urban Students	30	3.27	0.45	
**Significant at 0.01 level					

The result in the table indicates that the rural students have obtained mean score of 2.73 and SD is 0.58. The urban students have obtained mean score of 3.27 and SD of 0.45. The t value is 3.96 which is significant at 0.01 level. The result shows that there is significant difference with regard to Home adjustment among rural and urban students. The mean value and SD shows that the rural students have better home adjustment when compared to the urban students. The reason could be that the rural students have better sense of belonging and good social support. The obtained results has been supported by the study conducted by Ghatak,R(2018) on “A study on home adjustment of adolescents”. The results showed that the rural adolescents had better home adjustment compared to the urban adolescents. Study conducted by Bimla (2019) on “A comparative study of adjustment of college going students” has shown that the rural college going students had better home adjustment compared to the urban students.

Table 8 shows the Mean SD and ‘t’ for Health adjustment among rural and urban students.

Area	Sample	N	Mean	SD	t
Health Adjustment	Rural Students	30	5.00	0.83	2.31*
	Urban Students	30	4.53	0.73	
**Significant at 0.05 level					

The result in the table indicates that the rural students have obtained mean score of 5.00 and SD is 0.83. The urban students have obtained mean score of 4.53 and SD of 0.73. The t value is 2.31 which is significant at 0.05 level. The result shows that there is significant difference with regard to Health adjustment among rural and urban students. The mean value and SD shows that the urban students have better health adjustment when compared to the rural students. The reason could be that the urban students have good medical facilities and are more health conscious. They have more

awareness with regard to health than the rural students. The obtained results has been supported by the study conducted by Sharma,P and Saini, N (2013). The authors have found that urban college students have better health adjustment compared to rural college students. Similarly in the study conducted by Langner (1962) on health adjustment among rural and urban college students conclude that urban students have better health adjustment compared to the rural students. Nanda (2001) reported that urban college students had better health adjustment than the rural students.

4. CONCLUSION:

The present study revealed that there was a significant difference with regard to different dimensions of emotional maturity among urban and rural students. Urban and Rural students differed in the areas of home and health adjustments.

5. LIMITATIONS OF THE STUDY

- The sample size is small
- Only one demographic variable was considered to the study
- Only two college students one of urban and one of rural were considered for the study.
- Only two dimensions of adjustment was measured.

6. SUGGESTIONS:

- Larger sample can be considered for the study
- Some more demographic variables can be studied
- More dimensions with regard to adjustment can be considered.

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