

Analysis of Emotional Maturity and the Level of Adjustment among Inter-disciplinary High School Adolescents

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ABSTRACT

The concept of Kaliyuga, as described in Hindu scriptures, seems relevant in today's context, as its effects are evident in various aspects of life, including mental, physical, emotional, social, and economic well-being. Self-control is crucial in navigating these challenges and achieving a better life. Emotional maturity plays a significant role in adjustment, as individuals with higher emotional maturity tend to adapt more effectively to life's situations. This notion is similar to the process of nurturing a sapling, where a supportive environment is essential for growth. Similarly, providing a conducive environment for children and young individuals can positively impact their emotional maturity and adjustment levels. To explore this further, a study was conducted among interdisciplinary high school adolescents in Jaipur, examining the relationship between emotional maturity and adjustment levels among males and females. The study assessed various factors influencing emotional maturity and adjustment, aiming to provide insights into the complex interplay between these essential life skills.

Keywords: *Emotional Maturity, Adjustment, Adolescents, Art and Commerce and Science Stream*

Just like cells form the human body, feelings, emotions, experiences, environment, and society shape an individual's emotional maturity. Emotions are temporary experiences leaving lasting impressions, influencing our feelings and emotional state. Maturity connects large ideas through subtle emotional nuances, enabling us to navigate life's challenges.

Adolescence is a stage of stress and turmoil, where emotional maturity and adjustment are intricately linked. As individuals learn to balance these aspects, they develop essential skills to cope with diverse situations. Emotional maturity evolves through experiences and developmental processes, encompassing emotions expressed towards others and oneself.

For instance, John's encounter with Harry after six years evoked sadness, illustrating conscious reactions to experiences. Emotional maturity is cultivated through life experiences, societal influences, and environmental factors, enabling thoughtful and resilient responses.

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Emotional maturity encompasses stress management, withstanding pressure, and navigating complex situations. It involves educating oneself to address challenges with poise and intellectual rigor. This leads to a balanced personality, enhancing coping abilities and emotional well-being.

Research suggests emotional maturity is typically attained around age 25, as adolescence involves exploring new experiences. A higher level of emotional maturity is linked to better life quality, adjustment, and success. Those with well-balanced maturity levels tend to excel in their careers and personal lives.

In education, students who understand and control their emotions can pursue careers of their choice, even in challenging conditions. Emotional maturity is a calming state, allowing individuals to handle situations effectively and adjust with ease.

MATERIALS & METHODS

A controlled study was carried out on male-female high school adolescents of 11th and 12th class studying in the private Co-ed English medium schools in Jaipur (Rajasthan), India. Questionnaire method of data collection was adopted. Emotional Maturity questionnaire of (Sharma and Shakir – EMS-SSSM) and Adjustment inventory of (Sinha and Singh – AISS-ss) was used to gather the data.

Objectives:

Impact:

1. To study the impact of emotional maturity on adjustment of male and female high school students of Arts, Commerce and Science stream.
2. To study the interaction of Emotional Maturity and Adjustment of male and female Arts, Commerce and Science high school adolescents.

Comparison:

3. To Compare the level of Adjustment and Emotional Maturity of Arts, Commerce and Science male and female students.
4. To study the Interaction of Arts, Commerce and Science high school male and female students on the Level of Adjustment and Emotional Maturity.

Correlation:

5. To Examine the relationship between Emotional Maturity and Adjustment of male and female high school students of Arts, Commerce and Science stream.
6. To study the interaction between Emotional Maturity and Adjustment of male and female high school students of Arts, Commerce and Science stream.

Hypothesis:

Impact:

1. There will be no significant Impact of emotional maturity on adjustment of male and female high school students of Arts, Commerce and Science stream.
2. There will be no significant interaction between emotional maturity and adjustment of male and female Arts, Commerce and Science high school adolescents.

Comparison:

3. There will be no significant difference between emotional maturity and adjustment of male and female high school students of Arts, Commerce and Science stream.
4. There will be no significant interaction between Arts, Commerce and Science high school male and female students on the Level of Adjustment and Emotional Maturity.

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Correlation:

5. There will be no significant correlation between Emotional Maturity and Adjustment of male and female high school students of Arts, Commerce and Science stream.
6. There will be no significant interaction between Emotional Maturity and Adjustment of male and female high school students of Arts, Commerce and Science stream.

Sample

The study involved a sample of 300 high school adolescents (150 males and 150 females) from Arts, Commerce, and Science streams of 11th and 12th classes in Co-ed English medium schools. The **purposive sampling technique** was used to examine the impact, difference, and correlation between emotional maturity and adjustment.

English Medium				
11 th – 12 th Students	Arts	Science	Commerce	Total
Male (Boys)	50	50	50	150
Female (Girls)	50	50	50	150
Total	100	100	100	N = 300

Name of Variables	Category of Variable	Parameter	Nature of Variable
Emotional Maturity	Predicator Variable	Level of emotional maturity	Measurable
Gender	Predicator Variable	Male / Female	Categorical
Stream	Predicator Variable	Arts, Science, Commerce	Categorical
Adjustment	Criterion Variable	Level of adjustment	Measurable

Research Design: To reach the objectives, **correlational research design** is used.

Adolescents (Students of 11 th and 12 th classes) (A)	Streams (B)						Total
	Arts		Science		Commerce		
	Gender (C)						
	Male (1)	Female (2)	Male (1)	Female (2)	Male (1)	Female (2)	
	A*B*C	A*B*C	A*B*C	A*B*C	A*B*C	A*B*C	50*6=300
Total	50	50	50	50	50	50	N = 300

- **A:** Adolescents of 11th and 12th classes
- **B:** Streams (Arts, Commerce and Science)
- **C:** Male (1) and Females (2)

Procedure:

The study involved male and female high school adolescents from Arts, Commerce, and Science streams of a Co-ed English medium school. Participants were informed about the study's nature and assured of confidentiality. Verbal consent was obtained in group settings before administering the Emotional Maturity and Adjustment inventories.

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Statistical Analysis:

Statistical analyses included a Two-sample T-test to compare means of different variables. Descriptive statistics (Mean and Standard Deviation) were used to summarize data and assess dispersion. Correlational and regression analyses were employed to examine relationships between variables.

Tools:

Following psychological tools were used to collect the data:

Aspects to Study	Name	Developed By	No. of items
Emotional Maturity	Emotional Maturity Scale (EMS-SSSM)	Sonal Sharma and Dr. Mohd. Shakir	49 Items
Adjustment	Adjustment Inventory for School students (AISS-ss)	A.K.P Sinha and R.P. Singh	60 Items

RESULTS

Following table show the results, given below in table 01. and table 02.

Null hypothesis H0	t-statistic	p-value	Confidence interval	Interpretation
Male and female commerce students differ in their Emotional Maturity (EMS) raw scores.	-2.2528	0.02658	(-15.20, -0.96)	Male and female students differ in their Emotional Maturity (EMS) raw scores. Specifically, male students have significantly higher EMS scores on average than female students (mean difference \approx 8.08 points). The 95% confidence interval for the difference in means is (-15.20, -0.96), which does not contain 0, further confirming statistical significance.
Male and female arts students differ in their Emotional Maturity (EMS) raw scores	-1.0646	0.2897	(-8.71, 2.63)	There is no statistically significant difference in EMS raw scores between male and female students in this stream. Although the male mean (171.58) is slightly higher than the female means (168.54), the difference is not significant, and the confidence interval includes 0.
Male and female science students differ in their Emotional	-1.4918	0.139	(-11.56, 1.64)	This means there is no statistically significant difference in Emotional Maturity Scores (EMS) between male and female students in this stream. Even though the male group has a slightly higher average

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Null hypothesis H0	t-statistic	p-value	Confidence interval	Interpretation
Maturity (EMS) raw scores				EMS (173.00 vs 168.04), the difference is not significant. The 95% confidence interval includes 0 ([-11.56, 1.64]), reinforcing that this difference could be due to chance.

(Table 01.: Emotional maturity among adolescents of science, commerce and arts stream)

Null hypothesis H0	t-statistic	p-value	Confidence interval	Interpretation
Male and female commerce students differ in their total adjustment raw scores	0.5517	0.5824	(-2.91, 5.15)	Since p-value = 0.5824 > 0.05, we fail to reject the null hypothesis. There is no statistically significant difference between the mean scores of male and female students. Even though female students have a slightly higher mean (42.98 vs. 41.86), the difference is not significant. The confidence interval (-2.91 to 5.15) includes 0, supporting the lack of significance.
Male and female arts students differ in their total adjustment raw scores	1.8941	0.06148	(-0.24, 10.16)	The p-value is 0.0615, which is slightly above the common 0.05 threshold. Therefore, the result is not statistically significant at the 5% level, but it is marginally significant at the 10% level. The 95% confidence interval (-0.24 to 10.16) includes 0, meaning we cannot be 95% confident that there is a real difference. However, the mean score for females (44.00) is about 5 points higher than that of males (39.04).
Male and female science students differ in their total adjustment raw scores	1.8772	0.06351	(-0.30, 10.66)	The p-value = 0.0635, which is slightly greater than 0.05, meaning the difference is not statistically significant at the 5% level, but is marginally significant at the 10% level. The confidence interval (-0.30 to 10.66) includes 0, which again indicates no conclusive evidence of a difference at the 5% level. Still, the mean for females is

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Null hypothesis H0	t-statistic	p-value	Confidence interval	Interpretation
				higher by ≈ 5.18 points, which may be practically meaningful.

(Table 02.: Adjustment among adolescents of science, commerce and arts stream)

DISCUSSION

Emotional Maturity: It aimed to investigate the differences in emotional maturity scale (EMS) among male and female students across three distinct academic streams: commerce, arts, and science. The results of the statistical analysis revealed intriguing insights into the emotional maturity of students in these different streams.

The findings indicate a statistically significant difference in EMS raw scores between male and female commerce students, with males exhibiting higher emotional maturity than their female counterparts. This result is supported by a p-value of 0.0265, which is below the conventional threshold of 0.05, and a confidence interval that does not include zero (-15.20, -0.96). The mean difference of 8.08 points suggests that male commerce students tend to possess higher emotional maturity than female students in this stream. This finding is consistent with some previous research that has reported differences in emotional intelligence and maturity between males and females in certain contexts.

In contrast, the results for the arts and science streams revealed no statistically significant differences in EMS raw scores between male and female students. Although male students in both streams had slightly higher average EMS scores than their female counterparts, the differences were not significant, as indicated by p-values of 0.2897 and 0.139, respectively. The confidence intervals for these comparisons also included zero, further supporting the conclusion that there are no significant differences in emotional maturity between males and females in these streams.

The findings of this study have implications for our understanding of the emotional maturity of students in different academic streams and genders. The significant difference in emotional maturity between male and female commerce students may be attributed to various factors, such as differences in socialization, cultural expectations, or educational experiences. On the other hand, the lack of significant differences in emotional maturity between males and females in the arts and science streams suggests that these streams may attract students with different personality profiles or that the educational experiences in these streams may be more conducive to emotional maturity regardless of gender.

Overall, this study contributes to our understanding of the complex relationships between emotional maturity, gender, and academic streams. The findings highlight the need for further research into the factors that influence emotional maturity in different educational contexts and the potential implications for student well-being and academic success. Future studies could explore the underlying causes of the observed differences and investigate the role of emotional maturity in shaping students' academic experiences and outcomes.

Adjustment: It aimed to investigate the differences in total adjustment raw scores among male and female students across three distinct academic streams: commerce, arts, and science.

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The results of the statistical analysis provide valuable insights into the adjustment levels of students in these different streams.

The findings indicate that there is no statistically significant difference in total adjustment raw scores between male and female commerce students, as evidenced by a p-value of 0.5824, which is greater than the conventional threshold of 0.05. Although female students in this stream have a slightly higher mean score (42.98 vs. 41.86), the difference is not significant. This suggests that male and female commerce students tend to have similar adjustment levels.

In contrast, the results for the arts and science streams reveal marginally significant differences in total adjustment raw scores between male and female students. For the arts stream, the p-value is 0.0615, which is slightly above the 5% significance level but significant at the 10% level. The mean score for female arts students is approximately 5 points higher than that of their male counterparts (44.00 vs. 39.04). Similarly, in the science stream, the p-value is 0.0635, indicating a marginally significant difference at the 10% level. Female science students have a higher mean adjustment score than male students, with a difference of approximately 5.18 points.

The findings of this study suggest that female students tend to have higher adjustment scores than their male counterparts, particularly in the arts and science streams. While the differences are not statistically significant at the 5% level, they are practically meaningful and warrant further investigation. The results have implications for educators and counsellors working with students in these streams, highlighting the need to consider the unique needs and challenges faced by male and female students.

The study's findings are consistent with previous research that has reported differences in adjustment levels between males and females in various educational contexts. The results also underscore the importance of considering the specific academic stream when examining student adjustment, as the findings vary across commerce, arts, and science streams.

In conclusion, this study contributes to our understanding of the complex relationships between student adjustment, gender, and academic streams. The findings highlight the need for further research into the factors that influence student adjustment in different educational contexts and the potential implications for student well-being and academic success. Future studies could explore the underlying causes of the observed differences and investigate the role of adjustment in shaping students' academic experiences and outcomes.

Emotional Maturity and Adjustment: A Comparative Analysis

The findings indicate a statistically significant difference in EMS raw scores between male and female commerce students, with males exhibiting higher emotional maturity than their female counterparts. In contrast, the results for the arts and science streams revealed no statistically significant differences in EMS raw scores between male and female students. On the other hand, the analysis of total adjustment raw scores revealed no statistically significant difference between male and female commerce students. However, the results for the arts and science streams revealed marginally significant differences in total adjustment raw scores between male and female students, with female students having higher mean adjustment scores than their male counterparts.

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A comparative analysis of the findings for emotional maturity and adjustment reveals an interesting pattern. In the commerce stream, male students tend to have higher emotional maturity than female students, but there is no significant difference in adjustment levels between the two genders. In contrast, in the arts and science streams, there are no significant differences in emotional maturity between male and female students, but female students tend to have higher adjustment scores than their male counterparts.

Implications and Future Directions

The findings of this study have implications for our understanding of the complex relationships between emotional maturity, adjustment, gender, and academic streams. The significant difference in emotional maturity between male and female commerce students may be attributed to various factors, such as differences in socialization, cultural expectations, or educational experiences. The marginally significant differences in adjustment scores between male and female students in the arts and science streams suggest that female students tend to have higher adjustment scores than their male counterparts in these streams.

The study's findings highlight the need for further research into the factors that influence emotional maturity and adjustment in different educational contexts and the potential implications for student well-being and academic success. Future studies could explore the underlying causes of the observed differences and investigate the role of emotional maturity and adjustment in shaping students' academic experiences and outcomes.

CONCLUSION

This study contributes to our understanding of the complex relationships between emotional maturity, adjustment, gender, and academic streams. The findings underscore the importance of considering the specific academic stream when examining student emotional maturity and adjustment, as the findings vary across commerce, arts, and science streams. The study's results have implications for educators and counsellors working with students in these streams, highlighting the need to consider the unique needs and challenges faced by male and female students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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