# Emotional Adjustment among Adolescents, Kerala, India

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A.BSTRACT

**Summary**:Adolescence is a crucial developmental period characterized by intricate transformations.The goal of the study was to evaluate the association between socio-demographic characteristics and emotional adjustment among school-aged adolescents. In order to accomplish this, R.V. Patil's Emotional Adjustment inventory was administered to 100 school-aged teenagers (14-19) from Trissur District, Kerala, India. To investigate youngsters' emotional adjustment within their socio-demographic profile, the mean, standard deviation, and T-test were employed.Findings: The majority of school students (51 percent) showed a low level of emotional adjustment skills, according to the mean score. In terms of gender and residence area respondents revealed a substantial correlation.Application: This study paves the way for further research into the link between emotional adjustment and socio-demographic profile, as well as their impact on teenagers.

**KEY WORDS:** Emotional Adjustment, Socio Demographic Profile, Adolescents

## INTRODUCTION

It is the psychological process through which humans and other animals balance their needs and environmental obstacles (Anu Agarwal 2014). When a need is perceived, the adjustment process commences. Humans are motivated to seek food by hunger. They reduce the stimuli that drove them to move in response to this need when they eat. Every individual plays a certain role in his social relationships. He is trained to act his role in a manner that fulfils his deepest desires. Consequently, he must play his role effectively and get maximum satisfaction. He may grow frustrated if he fails to complete his tasks in accordance with the

Home Environment's standards and training (Tyagi et al 2015). As environmental conditions are in a constant state of change, every individual must adapt or change themselves accordingly. Consequently, adjustment is the maintenance of a harmonious relationship between an individual and his surroundings, as well as the people who comprise his physical or social environment (Crow & Crow, 1956). Physiological and social transformations are comparable. Through social networks, people seek solace and psychological needs (such as love or recognition). Interpersonal interaction occurs when a need arises, particularly in new or altered

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contexts. People become accustomed to their surroundings and expect their social networks to fulfill their needs. Anxiety and despair may accompany difficulties with social and cultural adjustment (Anu Agarwal 2014).Man is sensible. People act immature while emotional. Many people collapse in severe emotional arousal due to changes in their heart, lungs, brain, etc. Paralyzed organs and death are possible. Changes occur in psychological processes. Anxiety, phobias, obsessions, hysterics, etc. are common abnormalities. Emotions might hinder students' education and jobs. Emotions can lead to crimes because they impair reasoning and behaviour control. Emotional control is crucial for a balanced life.

Adolescent secondary students seek recognition and privacy. They spend more time with friends than with their parents. Adolescents want to be adults yet dislike leaving childhood behind. As they find themselves, they face peer pressure. Inquisitive and keen to learn, they may simulate disinterest if it's more acceptable to peers. They struggle with intellectual notions but may also be concrete. Teenagers question authority and refuse to embrace cultural conventions, yet nevertheless wish to impress their parents. They struggle to know themselves and meet home and school responsibilities. Indifferent adolescent behaviour tends to make parents angry, who react negatively. Peer pressure influences them more than professors. Peer group encourages dangerous behaviors like smoking, drunkenness, taunting, and sexual experimentation. Excitement, anxiousness, and happiness mirror these behaviors. All things cause adjustment problems and harm secondary pupils'

mental health (Rajeswari&Eljo, 2013). Hence this research looks at how adolescent emotional adjustment is linked to their social demographic profile.

## ADOLESCENTS

Between childhood and adulthood is adolescence. Although there is no standard definition of adolescence, it is often considered the second decade of life or the period between puberty and legal adulthood (Robert D.L 2018). Adolescence is a transitional period of physical, cognitive, and social changes. Physical maturity separates adolescence from childhood. Pubertal development is the hallmark of early adolescence and combines rapid physical growth with the maturation of the reproductive system. Many developmental obstacles begun in childhood, such as being autonomous, building an identity, and forming and maintaining relationships, persist into adolescence, but teenagers' newly acquired physical and cognitive talents can change earlier progress on these challenges. Although the popular characterization of adolescence as a troublesome time caused by raging hormones is not an accurate characterization of the experience of most adolescents, rates of involvement in many antisocial and risk-taking behaviors increase during adolescence and peak in late adolescence or early adulthood. The extended school period that is prevalent in modern culture has sparked debates regarding whether adolescence has been lengthened or whether a new developmental stage has developed between adolescence and maturity (Robert D. L 2018).

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## EMOTION

R.S. Woodworth defines emotion as "a stirred up state of body and mind." Emotions come from the Latin root emovere, which means to move, agitate, excite, and stir. According to this definition, emotion is a state of mind characterized by unique psychological changes. Emotion is a stirred-up state of body in the sense that it causes exterior physiological changes, such as striking behaviour during anger (Shabir Ali Baig 2011).According to Don Hockenbury and Sandra E. Hockenbury's "Discovering Psychology," an emotion is a psychological state with three separate components: a subjective experience, a physiological response, and a behavioural or expressive response. In psychology, emotion is frequently characterized as a state of complicated feeling that results in physical and psychological changes that influence thinking and behaviour. Emotionality is related to a variety of psychological variables, such as temperament, personality, mood, and motivation.According to author David G. Myers, human emotion involves "physiological arousal, expressive behaviors, and conscious experience".Our emotions exist because, according to the evolutionary theory of emotion, they serve an adaptive function. Emotions inspire a person to respond rapidly to environmental cues, which increases their chances of success and survival.Emotions are the reactions humans feel in response to events or circumstances. The American Psychological Association (APA) asserts that a person's emotional state is defined by the situation that elicits the feeling. Emotion may not be a single class of psychological phenomena, but rather a broad family of loosely related mental states and processes, as suggested by the wide variety and quantity of emotions.

## ADJUSTMENT

Initially, the concept of adjustment was biological, and it was a cornerstone of Darwin's theory of evolution (1859). The term "adaptation" was commonly used in biology. Only species best suited to adapt to the risks of the physical world survive, according to Darwin. Adjustment is defined in the dictionary as to fit, make suitable, adapt, organize, modify, harmonize, or correlate (Md. Mohinuddin 2021).According to Skinner (1952:102), "Adjustment involves the organization of personality. This organization leads to the stability that is a dynamic adjustment of the individual to his social and physical environment".Adjustment is the process of modifying one's behaviour to attain harmony with oneself, others, or the environment in order to maintain equilibrium between the individual and the environment(Md. Mohinuddin 2021). Adjustment must stimulate certain changes in order to attain and maintain the optimal interaction between self and environment. To sustain a high level of living, successful adaptation is essential. Those who struggle with adaptation are more likely to experience clinical anxiety or depression, as well as feelings of hopelessness, anhedonia, concentration difficulties, sleep disturbances, and reckless behaviour.

## EMOTIONAL ADJUSTMENT

Emotional adjustment is the state or process of accepting and adapting to one's circumstances, which may necessitate the changing of attitudes and the appropriate

expression of emotions in a certain context. The maintaining of emotional equilibrium in the face of internal and external pressures is known as emotional adjustment. Cognitive mechanisms of acceptance and adaption help with this. Safeguarding emotional control and coping behaviour in the midst of an identity crisis is an example. This capacity is a key part of mental health, and when it is harmed or not developed, it can lead to psychopathology and mental illness. A person is emotionally well-adjusted if she displays emotion in the appropriate context and manner. A person who is emotionally stable may be well-adjusted, but emotional instability produces mental problems and maladjustment. Emotional adjustment is necessary for the development of a healthy personality. Emotional adjustment is the apex of personality adjustment, and physical, intellectual, and aesthetic adjustments are feasible once it has been achieved (Dr.Singh Pankaj et al 2017). Young adulthood is a time of transitioning to a new life pattern and social norms. It is a time when one focuses on a number of challenges and key situations while attempting to adjust to a newly acquired lifestyle. As forming new a relationship is crucial and the primary aspect of social adjustment, adults would need to make substantial alterations to their lives. It is a time when individuals are expected to make adaptations in order to live successfully (Paranmeswaran and Beena, 2004) Emotional adjustment is present but non-expressive physically and cognitively. Emotion is a sort of mental psychology, which is why Woodworth asserts that it is a stripped-down state of the individual.

## MATERIAL AND METHODS

A descriptive study was conducted, and samples were collected from adolescents aged 14 to 17 who were enrolled in Government-Aided Schools in the Trissur Co-Operation Area of Kerala, India. The district has both rural and urban zones. The urban area was chosen because it is urban and has a greater concentration of students than the rural area. The study was conducted between late February and early April 2019.

## PARTICIPANTS

On the basis of a database obtained from the District Education Office, 332 schools within the two zones (urban and rural) of the Trissur Co-operation limit were selected (Trissur). According to the database, Trissur Co-operation Limit is separated into two primary zones, namely Trissur Rural and Trissur Urban. Using the probability strategy and clustering technique, a geographical region is chosen. The researcher selected urban institutions using a non-probability strategy and a technique of purposive sampling. There are ten private schools inside this zone, and five were chosen. A method of systematic random sampling was utilized to acquire samples from the cluster. A sample of 100 teenagers was obtained, and of them, 50 boys and 50 girls were dispersed evenly. A standardized questionnaire was utilized for data collection. The adolescents and school administrators were both asked for their informed consent.

## Specific Objectives

The research was done in the urban area of Trissur, Kerala, India, as part of a wider examination of adolescents' emotional

adjustment. The primary aims of the study were,

- To analyze the Socio-demographic profile of adolescents.
- To study the Emotional adjustment of adolescents.
- To find the association between Socio-demographic profile and Emotional adjustment.

According to the nature of this descriptive study, and some practical reasons, a Quantitative methodology was used.

### HYPOTHESES

1. There is a significant association between Gender and Emotional adjustment of adolescents.
2. There is a significant association between Residential area and Emotional adjustment of adolescents.
3. There is no significant association between Type of family and Emotional adjustment of adolescents.

### Tools Used

1. Socio-Demographic schedule
2. Emotional Adjustment (Dr.R.V.Patil (1989)

### Socio-Demographic Profile

The researcher constructed the socio-demographic scale. It includes information on the student and their parents. The demographic profile consists of three sorts of categories: factors pertaining to respondents' age, gender, and education; characteristics pertaining to parents' education and occupation. The third group consists of family-related characteristics like religion, place of residence, and siblings.

### Emotional Adjustment Inventory:

R.V. Patil's (1989) Adolescent Emotional Adjustment Inventory is a practical instrument for measuring the emotional adjustment of secondary and higher secondary school pupils (age 14 to 18 years). The inventory consists of 33 items designed to measure teenagers' emotional adjustment. Using the split-half approach, the inventory's dependability coefficient was calculated, and the reliability score was determined to be 0.82.

### Procedure and Data Analysis

The information was collected primarily during school hours using pen and paper. Permission was received from both the schools and the children. After collecting the samples, the items were coded, systematized, and entered into a computer database for further statistical analysis. Using the Mean, Standard deviation, and T-test, the connection between the variables was calculated.

### RESULTS

**Table-1 Frequency table.**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| **Gender** | | |
| Male | 50 | 50.0 |
| Female | 50 | 50.0 |
| **Age** | | |
| 14 to 16years | 59 | 59.0 |
| 17 to 19years | 41 | 41.0 |
| **Residential Area** | | |
| Urban | 77 | 77.0 |
| Rural | 23 | 23.0 |
| **Family** | | |

Journal of Positive School Psychology
2022, Vol. 6, No. 5, 5009-5016
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| Type | | |
|---|---|---|
| Nuclear Family | 54 | 54.0 |
| Joint Family | 46 | 46.0 |

**Table 2. Adolescent's Emotional Adjustment**

| Particulars | No. of respondents | Percentage |
|---|---|---|
| Low | 51 | 51.0 |
| High | 49 | 49.0 |
| Total | 100 | 100.0 |

**Table3.(SOCIO-DEMOGRAPHIC PROFILE & EMOTIONAL ADJUSTMENT)**

| Gender | n | Mean | S.D | T | Statistical inference |
|---|---|---|---|---|---|
| 1. Adolescent's Emotional Adjustment | | | | | |
| Male | 50 | 46.08 | 5.146 | 2.220 | 0.029< 0.05 Significant |
| Female | 50 | 48.58 | 6.075 | | |
| Residential Area | n | Mean | S.D | T | Statistical inference |
| 1. Adolescent's Emotional Adjustm ent | | | | | |
| Urban | 77 | 46.53 | 5.757 | 2.616 | 0.010< 0.05 Significant |
| Rural | 23 | 50.00 | 4.908 | | |
| Type of family | n | Mean | S.D | T | Statistical inference |
| 1. Adolescent's Emotional Adjustment | | | | | |
| Nuclear Family | 54 | 47.74 | 5.454 | 0.774 | 0.441> 0.05 Not Significant |
| Joint Family | 46 | 46.85 | 6.084 | | |

Significant at 0.05 levels.

**DISCUSSION**

**Table 1** show that half of the respondents are female and half of the respondents are male. The respondents (77%) were between the ages of 14 and 16, while 41% were between the ages of 17 and 19, according to the survey. The majority of the responders (77%) are from cities, while only 23% are from rural areas. **Table 2,**According to the findings, 54.2 percent of secondary school pupils had a poor degree of emotional adjustment skills, whereas 49 percent had a high level. Overall, it is possible to conclude that secondary school children have a low level of emotional adjustment.**Table 3** revealed that emotional adjustment has a strong relationship with gender and residential area among students. However, the type of household from which the student comes

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has little impact on the emotional adjustment.

Nuclear families account for the majority of respondents (54%) and joint families account for just (46%) of respondents.Consequently, numerous elements of the nuclear and combined family environments have been related to the emergence of psychological issues in teenagers. However, the majority of the research conducted to yet has been cross-sectional, excluding the question of whether the quality of family functioning can predict these developmental disorders over time. Moreover, according to developmental contextual theories of human development, the quality of family functioning predicts adolescent and emotional developmental issues.

**CONCLUSION**

We can conclude that the emotional adjustment of adolescents and their social economic profile must be considered intertwined, and that the result appears to be low emotional adjustment. In order for teenagers to achieve robust mental health, it is crucial to place a strong emphasis on their emotional adjustment. Teenagers with greater commitments are more emotionally stable, whereas those who explore more are less emotionally stable. A plausible explanation emerges upon closer inspection of dedication and exploration. Commitment pertains to the structure and strength of one's identity, whereas exploration refers to the formation of one's identity. This finding is congruent with research on self-confidence and self-concept clarity, which has shown that self-definition clarity, is associated with a reduced level of despair and anxiety. In order for teenagers to achieve robust

mental health, it is crucial to place a strong emphasis on their emotional adjustment.

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