

A Structural Model of Self -Image, Social Adjustment and Emotional Maturity in Higher Secondary Students

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Abstract

*Emotional pressure is one of the emerging issues in a country like India. It increases daily at the adolescent stage and is affected by various factors. Emotions, by nature, enable the organism to cope with circumstances that demand strong efforts for survival. Social adjustment measures the factors related to social relationships, social status, leadership qualities, and so on. The adolescent's self-concept is related to their mental health, interpersonal competence in social relationships, and progress in academics and co-curricular activities. The purpose of the present study was to investigate the causal relationships among these variables (self-image, social adjustment, and emotional maturity) with path analysis. Path analysis was used to examine the relationships among variables. The tool was prepared after analyzing the various aspects of self-image, social adjustment, and emotional maturity. The data were collected from 870 undergraduate students in south Chennai, and stratified sampling was adopted for the study. Data analysis was done using Structural Equation Modelling (SEM). The results showed that Social Adjustment had a **positive** effect on Emotional Maturity.*

Keywords: Emotional Maturity, Self-Image, Social Adjustment, Relationship, Path Analysis.

Introduction

Adolescence is a major period in life, and major changes take place because of the transitions from childhood to adulthood. Significant changes have been made in the biological, cognitive, social, emotional, and moral domains. This study focuses on three key variables that should be dealt with by adolescents: Self-Image, Emotional Maturity, and Social Adjustment. Emotional Maturity helps the child learn traits like self-awareness, honesty, patience, truth, flexibility, self-control and accountability. Emotional Maturity helps the individual to have a positive and realistic view of their life which is essential in this era of modernization, globalization, and liberalization. Further Emotional Maturity refers to a person's ability to cope with a situation. Self-image is a term used to express how someone views themselves. There has been much focus on the relationships between emotional development and self-esteem. Life satisfaction is related to emotional maturity and self-esteem (Behera & B. Rangaiah, 2017). Self-Esteem, Self-Image and Self-Concept are integrated. The key components of self-concept include how much you respect yourself (self-esteem), how you wish you could be, and how you see yourself (self-image). There is some evidence that self-esteem and emotional maturity are significantly positively correlated and that emotional maturity and mental health are positively correlated, with higher emotional maturity being associated with higher self-esteem and better mental health (Singh & Rashee, 2011). Self-image is a mix of physical characteristics, personality traits and social roles. A person who has emotional stability will be able to adjust to themselves, others more easily, will strive for greater success in life. The academic programme in schools should assist students in achieving a high level of emotional maturity, good social adjustment and better self-Image.

Previous Studies

Keerthana, S. (2020) conducted a study on Emotional Maturity and self-esteem among adolescents staying in government children's homes. The objective of this study was to investigate the level of emotional Maturity and self-esteem among adolescents staying in Government Children's Homes. The sample consisted of 40 female and 35 male adolescents from Government Children's Home. The results indicated that there is no significant gender difference in the level of emotional Maturity, and

there is a significant gender difference in the level of self-esteem. The study also revealed there is no significant relationship between emotional Maturity and self-esteem.

The study by **Sasikumar, N. (2021)** examined social adjustment and emotional development in adolescent students in Tamil Nadu's east coast region. The Ramanathapuram district's 200 teenage pupils from 3 government schools and 3 government-aided schools served as the sample, which was chosen using a random sampling technique. The study discovered a positive relation between emotional development and social adjustment.

Kinjari Kancharla. (2020) conducted and published a study on Emotional Maturity and Self-Esteem among Adolescents. The research design used in the study is ex-post facto survey research, and the sample size of the study consisted of 30 adolescents of age ranging from 15 - 18 years. The tools used in the study were the Self Esteem Scale (Dhar & Dhar, 2005) and the Emotional Maturity scale (Singh & Bhargava, 1990). The results of the study concluded that there was no relationship between Self – Esteem and Emotional Maturity, and gender was not found to be significant for any of the variables, Self – Esteem and Emotional Maturity.

Objectives of the study

The main aim of this research is to investigate Self- Image, Social Adjustment, and Emotional Maturity in higher secondary students.

- To construct and validate a Structural Equation Model (SEM) of linear relationship among the variables of Self- Image, Social Adjustment, and Emotional Maturity.

Hypotheses of the Study

Based on the objective, the hypothesis was formulated for the study

A Path Model relating Self- Image, Social Adjustment, and Emotional Maturity are hypothesized for validation.

Variables

The present investigation is an attempt to study the “Self- Image, Social Adjustment, and Emotional Maturity in higher secondary Students. The variables involved are:

- Self-Image.
- Emotional maturity and
- Social Adjustment.

Methodology:

The investigators used a survey method in this research. The sample consisted of 870 higher secondary students in south Chennai. A stratified sampling technique was used to select the samples.

Tools used:

The social adjustment scale consists of 37 items, and all the items are positive and negative statements. The reliability of this scale was established by Cronbach's Alpha Method. The obtained reliability coefficient is 0.8, revealing that the tool is reliable. The emotional maturity scale consists of 48 items, and all the items are positive and negative statements. The reliability of this scale was established by Cronbach's Alpha Method. The obtained reliability coefficient is 0.75, revealing that the tool is reliable. The self-image scale consists of 49 items, and all the items are positive and negative statements. The reliability of this scale was established by Cronbach's Alpha Method. The obtained reliability coefficient is 0.7, revealing that the tool is reliable.

Statistical techniques used:

This theoretical model was tested using structural equation modeling (SEM) as the method of data analysis.

Major Findings of the study

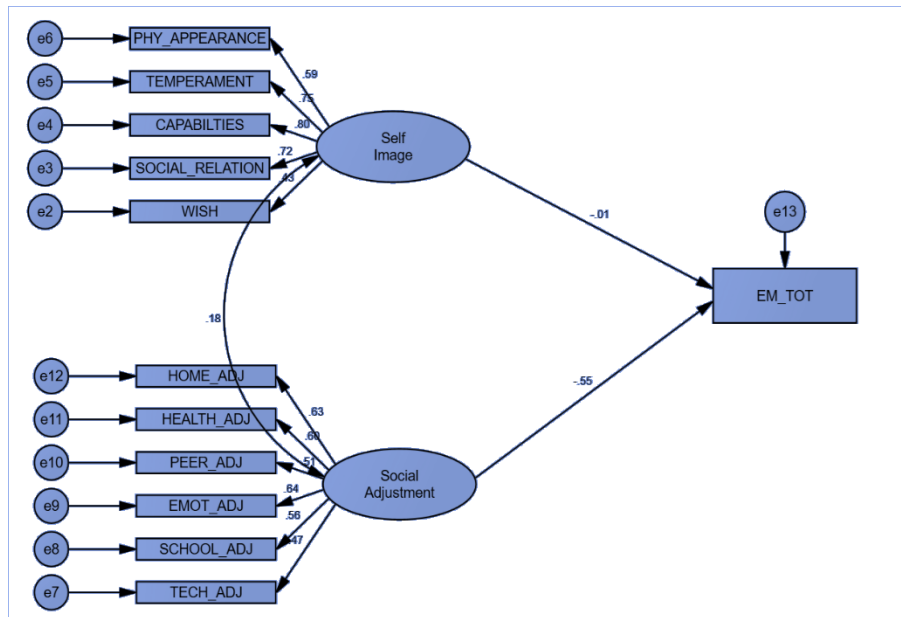
The following are the major findings of the study

A Structural Equation Model (SEM) relating to Self-Image, Emotional Maturity with Social Adjustment has been conceptualized and is to be validated using AMOS (Analysis of Moments). Path analysis is a subset of Structural Equation Modeling (SEM) or a form of multiple regression statistical analysis and it is used to explore causal relationships between two or more variables. SEM refers to an

acceptable fit between a theoretical and an observed covariance matrix. Structural equation modeling was used to analyze the relationship between social adjustment and emotional maturity.

Figure 1

Schematic Representation of the Conceptualized Path Model for self-image, social adjustment, and emotional maturity.



PHYAPP- Physical Appearance, **HOMADJ-** Home Adjustment, **HEAADJ-** Health Adjustment, **PEEADJ-**Peer Adjustment, **EMOAJ-** Emotional Adjustment, **SCH ADJ-** School Adjustment, **TECADJ-** Technology Adjustment, **EMOMAT-** Emotional Maturity

Table 1
The measure of Goodness of Fit

Indices	Value	Suggested Value
Chi-square value	229.495	-
DF	52	-
P value	0.000	>0.05
Chi-square value/DF	4.413	< 5.00
The goodness of Fit (GFI)	0.960	> 0.90
Normed Fit Index (NFI)	0.912	> 0.90
Comparative Fit Index (CFI)	0.930	> 0.90
Root Mean Square Error (RMSEA)	0.063	< 0.08

Table 1 contains the goodness of fit measures. The goodness of fit measures is used to assess the fitness of the structural equation model. In this study, p- the value of the Chi-Square test is significant.

The chi-square value for the CFA model was 229.495, (p <0.000) and the degree of freedom for the model was 52. The fitness indices for the CFA model demonstrated that the model fit was good. Comparative Fit Index (CFI)=0.930, Normed Fit Index (NFI)=0.912, Root Mean Square Error of Approximation (RMSEA) = 0.063. A goodness-of-fit is acceptable if GFI, NFI, and CFI are over 0.90, and this study used these indexes for assessing the goodness-of-fit of the model. Table 1 shows the results of the regression coefficients for model variables.

Table 1.1
Regression Coefficients for Model Variable

Independent Variables	Unstandardized regression coefficient (Beta)	S.E of B	Standardized regression coefficient (Beta)	t-value	P value
Wish	0.433	0.038	0.429	11.416	0.000
Capabilities - Self Image	0.942	0.047	0.719	19.951	0.000
Temperament -- Self Image	0.990	0.052	0.804	19.123	0.000
Physical Appearance --Self Image	0.668	0.043	0.748	15.518	0.000
School Adjustment -- Social Adjustment	1.123	0.107	0.562	10.521	0.000
Emotional Adjustment --Social Adjustment	1.322	0.118	0.641	11.179	0.000
Peer Adjustment -- Social Adjustment	1.161	0.116	0.510	9.990	0.000
Health Adjustment--Social Adjustment	1.105	0.102	0.602	10.877	0.000
Home Adjustment -- Social Adjustment	1.361	0.122	0.632	11.115	0.000
Emotional Maturity – Self-Image	0.044	0.145	0.010	0.302	0.762
Emotional Maturity – Social Adjustment	4.871	0.472	0.553	10.320	0.000

Accordingly, the study reported that the self-image regressed significantly and positively on wish (standardized estimates = 0.433, t-value= 11.416), capabilities (standardized estimates = 0.942, t-value= 19.951), temperament (standardized estimates = 0.990 t-value= 19.123) and physical appearance (standardized estimates = 0.668 t-value= 15.518).

Similarly, the study estimated that the social adjustment regressed significantly and positively on school adjustment (standardized estimates = 1.123, t-value= 10.521), emotional adjustment (standardized estimates = 1.322, t-value= 11.179), peer adjustment(standardized estimates = 1.161, t-value= 9.990), health adjustment (standardized estimates = 1.105, t-value= 10.877) and homeadjustment(standardized estimates = 1.361, t-value= 11.115).

Apart from this, it was noted that social adjustment was significantly and positively associated with emotional maturity (standardized estimates = 4.871, t-value= 10.320), and self-image was not significantly and negatively associated with well-being (standardized estimates = 0.044, t-value= 0.302). To summarize, the results showed that Social Adjustment had a *positive* effect on Emotional Maturity.

Educational Implications

The result of the present study can be usefully employed in school practice. The present study has the following implications for school teachers, parents, counselors, and students. In this modern age, teachers try to know the adjustment level of students; a teacher with the knowledge of their adjustment can improve and develop students in a positive direction because adjustment can be modified. Managing one's own emotions is a huge task for a grown adult. A lot of young people are facing both developments as well as social adjustment and challenges today. The pressure is immense on both the academic goals and emotional challenges. Emotional maturity concerning social and emotional learning processes is the need of the hour in schools today. Emotional well-being, positively predicts not only academic achievement but also satisfactory and productive experiences in the world of social adjustment and human relationships.

From the study, we can understand emotional maturity is very important in adolescence. The study can help parents and teachers to develop students' emotional maturity, and understand the kind of changes an adolescent is going through and the kind of pressures they face. So that everyone can help the child grow into an adult so perfectly who turns out to be a responsible and mature individual who can handle situations with calm and maturity. Integrating emotional intelligence into educational programs for adolescents in schools.

Conclusion

From the present study, it can be concluded that Social Adjustment had a *positive* effect on Emotional Maturity. The study can help parents and teachers to develop students' emotional maturity, and understand the kind of changes an adolescent is going through and the kind of pressures they face. So that everyone can help the child grow into an adult so perfectly who turns out to be a responsible and mature individual who can handle situations with calm and maturity.

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