



INFLUENCE OF ACADEMIC DISCIPLINE ON SOCIAL MATURITY AND ADJUSTMENT IN UNDERGRADUATE STUDENTS

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ABSTRACT:

The goal of this study was to compare the levels of emotional adjustment, social maturity, and social adjustment between students who were studying physical education and those who were studying technical education. We used a quantitative research design and standardized tools to look at the psychological and social factors that were present in the participants. The results showed that physical education students were much more socially mature (71.68 ± 1.17), emotionally stable (79.28 ± 1.29), and socially stable (150.95 ± 1.78) than technical education students, who scored 66.35 ± 1.30 , 65.78 ± 1.33 , and 132.13 ± 1.61 , respectively. There were statistically significant differences ($p < 0.05$) in all variables. These results suggest that students who take part in physical education may grow socially and emotionally in a better way. The study shows how important it is to include physical education in school curriculums to improve overall mental and emotional health.



KEYWORDS: *Emotional Adjustment, Social Maturity, Adjustment*

INTRODUCTION:

Social adjustment is a psychological process that involves individuals coping with the standards, values, and needs of society. It is a reaction to the demands and pressures of the social environment imposed upon the individual. As humans are social animals, we form opinions about others and others have opinions about us. We try to behave according to the norms of society to adjust with others. However, this is not an easy task as each individual's personality is unique (Sankhala, 2019). In order to maintain peace and harmony in home, school, and society, teachers should focus on instilling adjustment skills in their students. They should help students cope with existing situations in the institution and contribute to improving the social environment. Adjustment can take place by adapting oneself to the environment or by changing the environment (Dodiya, 2017).

Adjustment is a biological phenomenon of acclimation, which leads to modification of one's behavior and attitude towards the changed environment. It is a dynamic, changing sequence of social actions between individuals or groups who modify their actions and reactions due to the actions of their interaction partner(s). In social science, social relations, derived from individual agency, form the basis of the social structure (Heatherton and Walcott, 2009). In summary, social adjustment is a crucial aspect of human life, requiring individuals to adapt to new standards, values, and needs within society. Teachers play a crucial role in instilling adjustment skills in their students, helping them cope with existing situations, and contributing to the improvement of the social environment (Ikhwan et.al. 2019).

Social adjustment can be divided into three categories: accidental, repeated, regular, and regulated. Social interaction is more advanced than behavior, action, social behavior, social action, and social contact,

and is the basis for social relations. Social adjustment consists of social actions that form the basis for social relations (Kavad and Jansari, 2019).

Emotional adjustment is a construct that determines personality structure and is essential for maintaining emotional equilibrium in the face of internal and external stressors. Social maturity involves learning to properly relate to acquaintances, family, neighbors, friends, and intimate relationships, understanding how to honor and respect those in authority. It involves being aware of the correct time and place to behave and knowing when to act according to the circumstances and culture of society (Azad, 2024). Physical education aims to develop students' physical competence, knowledge of movement and safety, confidence, and generic skills, such as collaboration, communication, creativity, critical thinking, and aesthetic appreciation. It provides children and young people with learning experiences that enable them to develop knowledge, motivation, and competence to live a physically active life (Roy and Sahu, 2019). Technical education is education provided in applied sciences and practical subjects, focusing on the mechanical arts and applied sciences. Technical education is provided under the aegis of AICTE, but management and agriculture education is not included in the study.

Method

This study will analyze data from 300 students in physical and technical education courses at Degree College of Physical Education, run by H.V.P.M Amravati. The sample were selected using a simple random sampling method. The study was performed on the basis of social adjustment inventory prepared by Dr. R.C. Deva.

Tools

Dr. R.C. Deva created the Social Adjustment Inventory (SAI), a psychological evaluation instrument intended to gauge a person's social adjustment in a number of areas. Key information regarding the SAI is as follows: The purpose of the SAI is to evaluate how well people adjust to their social surroundings, including their capacity for interpersonal communication, relationship management, and social challenge management.

Domains: It usually addresses a number of social adjustment domains, including peer and family relationships, the workplace or educational setting, and general social functioning.

Scoring: In order to measure the degree of adjustment in each domain and reveal areas for improvement as well as areas of strength, responses are frequently scored.

Development: The SAI was created by Dr. R.C. Deva and integrates social psychology and psychometrics concepts to guarantee validity and reliability when assessing social adjustment.

Applications: Researchers, psychologists, and counselors use the SAI in clinical settings to evaluate social adjustment in people of various ages and cultural backgrounds.

Utility: It aids in recognizing social challenges, creating treatment strategies, and tracking alterations in social adjustment over time. Dr. R.C. Deva's Social Adjustment Inventory is a useful instrument for assessing and comprehending a person's capacity for social adaptation and functioning in a variety of social settings.

Statistical Analysis

The data was analyzed using descriptive statistics and one-way ANOVA, with a significance level of 0.5 to test the hypothesis.

Results

Table 1: Presenting a comparative analysis of social maturity, emotional adjustment, and social adjustment between physical education and technical education students.

	Physical Education	Technical Education	ANOVA	
	Mean \pm SE	Mean \pm SE	<i>t</i> -value	p-value
Social Maturity	71.68 \pm 1.17	66.35 \pm 1.30	9.32	$p < 0.05$
Emotional Adjustment	79.28 \pm 1.29	65.78 \pm 1.33	52.87	$p < 0.05$
Social Adjustment	150.95 \pm 1.78	132.13 \pm 1.61	31.37	$p < 0.05$

*Values are mean \pm 1 SEM

Table No. 1 demonstrated the comparison of social maturity, emotional adjustment, and social adjustment between physical education and technical education students. On the basis of table 1 it is clearly seen that the social maturity of physical education (71.68 \pm 1.17) is significantly ($p < 0.05$) higher than that of technical (66.35 \pm 1.30) education students. Physical education students were found mature than technical education students. In emotional adjustment, physical education (79.28 \pm 1.29) student demonstrated significantly ($p < 0.05$) higher adjustment than technical education (65.78 \pm 1.33) students in the present study. Similarly, in social adjustment physical education (150.95 \pm 1.78) students showed higher social adjustment than that of technical education (132.13 \pm 1.61) students in the present study. In nutshell, physical education student depicted greater adjustment than that of technical education students.

Discussion

The results of this study show that students in technical education and physical education differ significantly in terms of social adjustment, emotional maturity, and social maturity. Students in physical education outperformed their technical education counterparts in all three domains. Physical education students' significantly higher social maturity scores (71.68 \pm 1.17 vs. 66.35 \pm 1.30) than those of technical education students indicate that participation in sports and physical activities helps foster the growth of social skills and responsible behavior. This result is consistent with earlier studies showing that playing sports improves communication, leadership, and self-confidence—all of which are critical elements of social maturity (Bailey, 2006; Weiss & Wiese-Bjornstal, 2009).

The physical education group performed better than the technical group in terms of emotional adjustment (79.28 \pm 1.29 vs. 65.78 \pm 1.33), suggesting improved psychological well-being, stress management, and emotional regulation. Numerous studies have shown that physical activity can lower anxiety, elevate mood, and aid in emotional regulation (Fox, 1999; Lubans et al., 2016). Frequent sports participation provides chances for resilience building, coping with failure and competition, and emotional expression (Dishman et al., 2006).

Likewise, students in physical education had significantly higher social adjustment scores (150.95 \pm 1.78) than technical students (132.13 \pm 1.61). This may be explained by the collaborative character of many physical education curricula, which frequently place an emphasis on peer interaction, teamwork, and cooperation. Eime et al. (2013) claim that playing sports promotes positive adjustment in a variety of social contexts and frequently improves social inclusion and the growth of social networks. Overall, the study's findings support the notion that students who participate in physical education exhibit higher levels of maturity and adjustment than those who attend technical schools. These results highlight the psychological advantages of physical education and recommend that all educational settings acknowledge and support its role in holistic development.

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