



Study of Impact of Emotional Maturity Development Program on Peer Group Adjustment of B.Ed. College Student

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Abstract-

Emotional maturity is playing very important role in social, cognitive development and as we as peer group adjustment. This research was made to study impact of emotional maturity on peer group adjustment. The sample of the study was selected simple random sampling method. The 60 B.Ed. college students, sample was selected in the SES, R. C. Patel College of Education, Shirpur Dist. - Dhule. The fifteen days 'emotional maturity development program' and 'peer group adjustment Scale' developed by researcher, was used for data collection. 'T' test was used for determine the impact of emotional maturity on peer group adjustment among B.Ed. college students. The finding of the study significant impact of emotional maturity on peer group adjustment. The result was positive impact of emotional maturity on peer group adjustment.

Key Words - Emotional Maturity, Peer Group Adjustment, Emotional Maturity Development Program

Introduction -

'Life is an adjustment' without adjustment human being is not serving in the society, professional area, family and as well as in the peer group. The peer group play a very important role in a student's college life. They support students' adjustment to new surroundings, develop interaction, express their ideas and social skills and learn about teamwork and collaboration. Through peer group interactions, express their ideas, experiences support, which them builds confident and academic motivation. They also help students appreciate social standard or criteria and learn how to succeed in the society. A positive peer group encourages good habits, goal setting, and social responsivities. Emotional maturity increases the social, professional and peer group adjustment. Emotional maturity ability to understand the manage and express emotions in legal and healthy way. A person with emotional maturity stays peacefulness mind in under pressure, takes families, social and peer group responsibilities. They are handling any criticism, respect others' feelings, and confidently maintaining effective relationships. Also involves in the Emotional maturity, empathy, self-awareness, and the capacity to manage success and failure smoothly. It is the sign of Emotional maturity growth that helps individuals' decisions, control negative emotions.

Problem of Statement -

To study of impact of Emotional Maturity Development Program on Peer Group Adjustment of B.Ed. college student

Research Objective -

1. To study the peer group adjustment of B.Ed. college students.
2. To develop the emotional maturity program for B.Ed. college Students.
3. To study of impact of emotional maturity development program on peer group adjustment of B.Ed. college student.

**Research Hypothesis -**

1. The peer group adjustment of B.Ed. students is an average level.
2. (H_0) There is no significant difference in the mean scores of the pre-test of peer group adjustment given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.
3. (H_0) There is no significant difference in the mean scores of the pre-test of peer interaction (peer group adjustment) given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.
4. (H_0) There is no significant difference in the mean scores of the pre-test of group participation (peer group adjustment) given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.
5. (H_0) There is no significant difference in the mean scores of the pre-test of peer support (peer group adjustment) given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.

Research Design -

The present study was conducted using a single group pre-test–post-test research design to examine the effect of the emotional maturity development program on the peer group adjustment of B.Ed. college students. A single group of B.Ed. college students was selected and conducted a self-developed peer group adjustment scale before the implementation of the program (pre-test). After completing the emotional maturity development program, the same test was re-conducted to the same group (post-test).

The difference between the mean scores of the pre-test and post-test was analyzed to determine whether the program produced any significant change in the peer group adjustment of B.Ed. college students. The fifteen days' 'emotional maturity development program' and 'peer group adjustment Scale' developed by researcher, was used for data collection. 'T' test was used for determine the impact of emotional maturity on peer group adjustment among B.Ed. college students.

Variables -

1. Independent Variable - B.Ed. college students
2. Dependent Variable - Peer Group Adjustment

Sample and Sampling Technique -

In the present study, the random sampling method was used to select participants, out of a total population of 200 B.Ed. students. A sample of 60 students was randomly selected to ensure equal representation. Each student from the population had an equal chance of being included in the sample. This random selection technique helped in apply a representative group that accurately reflects the characteristics of the entire population. The selected students participated in both the pre-test and post-test stages of the study to assess the effect of the emotional maturity development program on their peer group adjustment.

Scope and Limitation -

The present study is conducted during the academic year 2025-26 to examine the effect of an emotional maturity development program on the peer group adjustment of B.Ed. students. The scope of the study is limited to a group of 60 students, randomly selected from a total population of 200 students studying in B.Ed. colleges students in R. C. Patel College of Education, Shirpur Dist. - Dhule. The study aims to measure and compare the peer group



adjustment levels of students before and after implementing the emotional maturity development program using a single group pre-test–post-test design. The results are expected to highlight the importance of emotional maturity development program in enhancing the peer group adjustment well-being of B.Ed. college students.

However, the study is limited to 2025-26 academic year and does not include a control group for comparison. External factors such as classroom environment, personal issues, and social influences were not controlled. Therefore, the findings are applicable only to the selected group of B.Ed. College students within the 2025-26 academic year.

Research Tools -

Emotional Maturity Development Program -

To enhance the emotional balance and personal growth of B.Ed. college students, an **emotional maturity development program** was designed and implemented during the academic year **2025-26**. The program aimed to help students appreciate and manage their emotions effectively, develop empathy, improve interpersonal relationships, and self-control. It included in **emotional maturity development program** a series of design activities such as self-awareness sessions, group discussions, role plays, stress management techniques, and reflective exercises.

The program was conducted over a period of **two weeks** with one session per day. Each session was **one hour**, facilitated by experts in psychology and teacher education. The main objective of the program was to promote emotional maturity among B.Ed. college students. **Emotional maturity development program** improving their overall mental health, classroom behavior, and professional effectiveness.

Peer Group Adjustment Scale (PAGS) -

The present study, used research tool for the purpose of assessing students' ability to interact and adjust within their peer group, a Peer Group Adjustment Scale (PGAS) was developed. The PGAS consists of 30 statements related to various aspects of peer relationships including peer interaction, group participation, and peer support.

The peer interaction dimension measures how effectively communicate, cooperate, and maintain positive relationships with their classmates. The group participation dimension evaluates the involvement in group tasks, discussions, and collaborative learning activities. The peer support dimension focuses on the emotional and academic support students receive and provide to their peers.

Peer Group Adjustment Scale (PGAS) Scoring and Interpretation -

In the present study, PGAS each item is rated on a five-point Likert scale ranging from *Strongly Agree (5)* to *Strongly Disagree (1)*. Thus, the total score of the PGAS can range from 30 to 150.

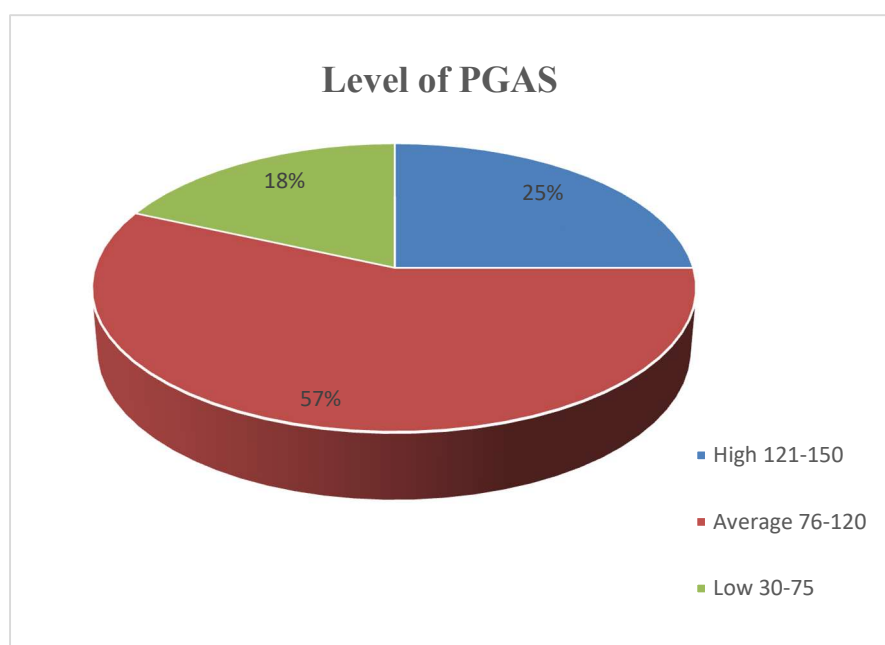
A higher total score of PGAS of 121-150 indicates a high level of peer group adjustment, showing strong peer interaction, active group participation, and effective peer support. An average score of PGAS of 76–120 reflects an average level of adjustment, suggesting occasional difficulty in group relationships. A lower score of PGAS of 30–75 indicates a poor level of peer adjustment in communication, cooperation or peer relationships. The total score indicates the level of peer group adjustment where higher scores reflect high peer group adjustment among B.Ed. college students.

**Analysis and Data Interpretation -**

1. The peer group adjustment of B.Ed. students is an average level.

Table No. 01

Level of PGAS	Scale Score Range	No. of Students	Percentage	Interpretation
High	121-150	15	25	B.Ed. College students have strong emotional stability and positive peer group adjustment.
Average	76-120	34	60	B.Ed. College students show balanced emotional control and peer group adjustment.
Low	30-75	11	15	B.Ed. College students experience stress and weak peer group support and adjustment.



The data table indicates that 60% of B.Ed. college students fall under the *average level* of peer group adjustment, while 25% and 15% show *high* and *low* levels. This means that the overall peer group adjustment of B.Ed. students is at an average level, suggesting a need for emotional maturity development program to enhance peer group adjustment.

2. (H_0) There is no significant difference in the mean scores of the pre-test of peer group adjustment given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.

Table No. 02

Peer Group Adjustment	N	Mean	Df	SD	SE	t-value	Level of Significance		Result / Interpretation
Pre-test	60	100.55	118	19.757	2.550	7.075	0.5	0.677	Rejected
Post-test	60	122.20		13.090	1.689		0.1	1.658	

The data table indicate that the t value 7.075 is significant at the 0.5 and 0.1 level. Hence the null hypothesis (H_0) stated above is not accepted or rejected. It means, there is significant improvements in the post-test peer group adjustment mean score 122.20 compared to pre-test of peer group adjustment score 100.55. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Hence, it is conducted that the Emotional maturity development program significant improved B.Ed. college student's performance.

3. (H_0) There is no significant difference in the mean scores of the pre-test of peer interaction (peer group adjustment) given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.

Table No. 03

Test Type	N	Mean	Df	SD	SE	t-value	Level of Significance		Result / Interpretation
Pre-test	60	33.50	118	6.751	0.871	6.479	0.5	0.677	Rejected
Post-test	60	40.38		4.705	0.607		0.1	1.658	

The data table indicate that the t value 6.479 is significant at the 0.5 and 0.1 level. Hence the null hypothesis (H_0) stated above is not accepted or rejected. It means, there is a significant improvement in the post-test peer group adjustment mean score 40.38 compared to pre-test of peer group adjustment score 33.50. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Hence, it is conducted that the peer interaction (emotional maturity development program) significant improved B.Ed. college student's performance.

4. (H_0) There is no significant difference in the mean scores of the pre-test of group participation (peer group adjustment) given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.

Table No. 04

Test Type	N	Mean	Df	SD	SE	t-value	Level of Significance		Result / Interpretation
Pre-test	60	35.53	118	6.733	0.869	7.046	0.5	0.677	Rejected
Post-test	60	40.85		4.398	0.567		0.1	1.658	

The data table indicate that the t value 7.046 is significant at the 0.5 and 0.1 level. Hence the null hypothesis (H_0) stated above is not accepted or rejected. It means, there is a significant improvement in the post-test peer group adjustment mean score 40.85 compared to pre-test of peer group adjustment score 33.53. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Hence, it is conducted that the group participation (emotional maturity development program) significant improved B.Ed. college student's performance.

5. (H_0) There is no significant difference in the mean scores of the pre-test of peer support (peer group adjustment) given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.



Table No. 05

Test Type	N	Mean	Df	SD	SE	t-value	Level of Significance		Result / Interpretation
Pre-test	60	33.52	118	6.751	0.871	7.060	0.5	0.677	Rejected
Post-test	60	40.97		4.606	0.594		0.1	1.658	

The data table indicate that the t value 7.060 is significant at the 0.5 and 0.1 level. Hence the null hypothesis (H_0) stated above is not accepted or rejected. It means, there is a significant improvement in the post-test peer group adjustment mean score 40.97 compared to pre-test of peer group adjustment score 33.52. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Hence, it is conducted that the peer support (emotional maturity development program) significant improved B.Ed. college student's performance.

Finding -

1. The peer group adjustment of B.Ed. students is an average level.
2. There is significant difference in the mean scores of the pre-test of peer group adjustment given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.
3. There is significant difference in the mean scores of the pre-test of peer interaction (peer group adjustment) given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.
4. There is significant difference in the mean scores of the pre-test of group participation (peer group adjustment) given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.
5. There is significant difference in the mean scores of the pre-test of peer support (peer group adjustment) given to students of B.Ed. colleges before implementing the emotional maturity development program and the post-test given after the program.

Suggestions -

1. **Emotional Maturity Development Programs:** B.Ed. colleges should conduct continuous emotional maturity development programs to enhance students' ability to manage emotions and maintain healthy peer relationships and personality development among B.Ed. college students.
2. **Strengthening Peer Interaction:** B.Ed. Colleges should promote cooperative learning, group projects, and social activities that encourage open communication and positive peer interaction among B.Ed. college students.
3. **Encouraging Group Participation:** B.Ed. Colleges should a various classroom and extracurricular group activities should be organized to develop teamwork, leadership skills and social cooperation among B.Ed. college students.
4. **Peer Support System:** B.Ed. Colleges should a structured peer mentoring or buddy system should be established to provide emotional and academic support, helping students adjust better in their peer groups in B.Ed. college students.



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