

EMOTIONAL MATURITY AND ADJUSTMENT OF RELOCATED CBSC BOARD AND STATE BOARD ADOLESCENT STUDENTS

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Abstract:

Emotional maturity and adjustment play a crucial role in a student's academic success and overall well-being. Differences in educational curriculum, gender, and geographic background can affect these psychological attributes. The Maharashtra Higher Secondary Education Board (HSC) and the Central Board of Secondary Education (CBSE) follow different educational approaches, which can shape the emotional and social well-being of students in different ways. However, limited research has explored how school board affiliation, gender, and urban-rural backgrounds together affect these aspects of student development. The study aims to compare the emotional maturity and adjustment levels among students in HSC and CBSE schools while examining the impact of gender and geographical location. This research seeks to provide insights to educators and policymakers about the mental well-being of students in different learning environments. A quantitative comparative research design using standardized measures was used to assess emotional maturity and adjustment in a stratified random sample of students from both HSC and CBSE schools. The study included participants from both urban and rural backgrounds and found gender-based variation. Statistical techniques such as independent t-tests, ANOVA, and correlation analysis were used to identify significant differences and patterns. HSC and CBSE show a significant difference in emotional maturity and adjustment among students. Female students showed better adjustment skills than male students, while urban students showed higher emotional maturity and adaptability compared to their rural students. These results underscore the impact of curriculum design and environmental factors on students' mental health. This study emphasizes the role of academic circles, gender, and geographical factors in shaping the emotional and social development of students. These insights can help create targeted psychological and academic interventions to enhance student well-being in a variety of academic contexts. Adolescent men. The results also showed that adolescent girls disclose less information about themselves compared to adolescent girls.

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Introduction:

Adjustment is the process of changing someone's behavior that leads to a harmonious relationship with their environment. It's usually a response brought about by some kind of equilibrium or homeostasis between the person (both introverted and extroverted) and their environment. Adjustment is an essential feature for living peacefully in this world. The problem of adjustment starts from birth and continues till death, various situations

arise at home, school, college and workplace where you have to give up your little demands and accept what you have. Adjustment is the process of reaching a state of equilibrium between a person's needs and their satisfaction. The process of adjustment is continuous. The individual, as well as his environment, is constantly changing according to the demands of the changing external environment. As a result, a person's adjustment process or conditions may be expected to change depending on the situation. Emotional maturity is the ability to tolerate stress and develop a high tolerance for disagreeable situations. An emotionally mature person has complete control over the expression of his emotions. However, he behaves according to accepted social values and ideals. He remains indifferent to emotional attractions. There is no instability in the expression of emotions. Adolescence develops excitement very quickly. Teenagers may laugh at trivial things or soon lose their composure, but emotionally mature people are free from the idea. As a person matures, his emotional stability and depth of social adjustment, professional and professional aptitude, life ambitions, etc. are developed. A mature person is expected to understand the situation without anyone's help and know his own duties and responsibilities. He will not behave irresponsibly under the emotional current and will not waste his time and energy on imaginary problems. But there is no doubt that it has something to do with his success in cultivating the fine qualities of self-control, humility, empathy, cooperation, tolerance, and emotional stability. (Bandura, 1986) An emotionally mature adolescent can make effective changes with himself, his family members, and his friends in school, society, and culture. Emotions are the great driving force in human life; It affects a person's aspirations, actions, and thoughts. In addition to emotions, self-confidence is considered a motivator and regulator for behavior in a person's daily life.

In today's scenario, you are aware that children and young people are facing difficulties in life. These difficulties are leading to many psychosomatic problems in daily life such as anxiety, stress and frustration and emotional turmoil. So, studying emotional maturity is now emerging as a descriptive science comparable to anatomy. Emotions dominate our lives. They bring color and variety to our lives, otherwise it will be boring. Those are the basic things that all motivation comes from. Emotions not only motivate you to take action but also often serve as a goal of action. Finding a happy ending and avoiding an unpleasant ending seems to stem from emotions. It is said that 'man is only a particle of our intelligence. An important part of determining whether one's ventures are successful or not. Adjustment is a process by which requirements and conditions are met. Man does not always get success according to his desires and efforts. This is due to adverse conditions or limited abilities of the individual. When he fails in this attempt, some deformity may be seen in his behavior. There are many factors that affect the level of aspirations, socio-economic status, family environment, school environment, anxious frustration and most importantly the process of adjustment of his emotional maturity, Caplan and Barron (1986) have explained the characteristics of an emotionally mature person in that he has the ability to tolerate delays in the satisfaction of needs, he believes in long-term planning, and he is able to delay or modify his expectations in terms of demands It's the situation. An emotionally mature child has the ability to make effective adjustments to himself, his family members, and his peers in school, society, and culture. But maturity is not just the ability to have such attitudes and competencies, but the ability to enjoy them to the fullest. Therefore, an

emotionally mature child is not one who has resolved all the situations that cause anxiety and hostility but is constantly in the process of seeing himself in a clear perspective, constantly engaged in the struggle to achieve a healthy combination of emotions, thoughts and actions. Whereas, emotional maturity can be said to be the process of impulse control by the agency of the self or the ego.

Gakhar SC (2003). "Emotional maturity of students at secondary level: Self-concept and academic achievement", Panjab University, Chandigarh. This paper explores the relationship between emotional maturity and self-concept on the academic performance of students at the secondary level. It found that there was a significant negative correlation between self-concept and emotional maturity. A negative correlation was also found between academic success and emotional maturity. There is a huge difference in the emotional maturity of boys and girls. It has been observed that there is a significant difference in the emotional maturity of students from urban and rural areas and the emotional maturity of students from rural areas is higher as they have lower average marks on the list of emotional maturity. There is a significant difference in the emotional maturity of students studying in government and private schools. Students in private schools have higher emotional maturity than their counterparts due to low average scores on the emotional maturity scale. It also shows that there is a negligible difference in the emotional maturity of hostel students and those who are day scholars. The study also showed that there is a negligible difference in the emotional maturity of the children of working and non-working mothers. Meenakshi and Saurashtra (2003) and Kaur (2001) studied a sample of 356 adolescents and showed a significant relationship between emotional maturity and intelligence. However, no significant association was found between emotional maturity and academic success. In addition, she found no significant difference in emotional maturity and significant differences in emotional maturity among boys and girls, adolescents in urban and rural areas.

Arnold (2012) conducted a study on adolescent adjustment in high school students: a brief report on the middlesex transition. The findings of studies on emotional, social, and academic adjustment show an increasing level of boys and girls reporting adjustment problems. Bharti (2012) found that first-year graduate students have less adjustment where social, economic, and educational fields are connected. They are expected to face more adjustment-related issues, especially in the social and economic context. First-year students tend to be less emotionally mature and thus have difficulty emotionally adapting to the changing demands of the environment than final year graduates. Since they are familiar with the surroundings, their integration is more in the social fabric of the college. Dutta, Chetia and Soni (2016) found that there is a big difference in the emotional maturity of secondary school students in the two districts. The study also showed that there is no difference in emotional maturity between urban males/females, private school males/females and private school urban males and female secondary students of both students. Suman (2014) found that boys and girls are more or less similar in adjustment and emotional maturity but their adjustment and emotional maturity are influenced by other factors such as socio-economic status, family background, mother's working status, environmental factors, economic and religious values, and age group. There's no significant relationship between adjustment and emotional maturity. Jain, Pasrija and Divya (2015) conducted a study on emotional maturity and self-concept among senior

secondary school students. The results of this study showed that there were significant differences in emotional maturity and self-concept among students about the type of school.

Adolescence is derived from the Latin word for adolescence, which means "growing up" is a transitional stage of physical and mental human development that usually occurs between puberty and legal adulthood (the age of adulthood). The period of adolescence is closely related to the adolescent years, although its physical, mental, and cultural manifestations can begin earlier and later. Adolescence is usually marked by hormonal changes as a period of development from the beginning of puberty to adulthood It is defined. A common consequence of puberty is an adult body capable of reproduction (Buchanan, Eccles, & Baker, 1992). Adolescence begins **with the onset of puberty**, which is a developmental period in which hormonal changes cause rapid physiological changes in the body, culminating in sexual maturity. Although the time varies somewhat across cultures, the average age range to reach puberty is between nine and 14 years for girls and 10 to 17 years for boys (Marshall and Tanner, 1986)

According to the World Health Organization, puberty is defined as "the time in life when a child experiences physical, hormonal, sexual, and social changes and is able to reproduce." Puberty typically begins for girls between the ages of 8 and 13 and boys between the ages of 9 and 14, and can continue for boys ages 19 and older.

Adolescence refers to the period of human growth that occurs between childhood and adulthood. Adolescence begins at the age of 10 and ends at the age of 21. Adolescence can be divided into three stages: early adolescence, middle adolescence, and late adolescence. Development from childhood to adulthood is a complex process. It is more than learning. Adolescents who go through this transition think differently, They feel and behave. Emotional maturity and adjustment are important components of mental well-being, shaping a person's academic success, interpersonal relationships, and professional growth (Singh & Kaur, 2020). Emotional maturity is the ability to effectively manage emotions, cope with stress, and show resilience in challenging situations (Sharma, 2019). Adjustment, on the other hand, is the process of adapting to one's environment in the personal, social, and academic domains (Kumar & Gupta, understanding these mental structures in students from diverse educational backgrounds, especially those enrolled in CBSE and ICSE schools, is essential to identify how curriculum and pedagogy influence emotional development (Mishra & Tripathi, 2020).

Adolescence is the transition from childhood to adulthood. Adolescence is not considered a child or adult. This is an era of struggle where he wants to live an independent life but at the same time he is pulled back by various prevailing factors. Therefore, it can be said that this age is no less than a tug of war. Adolescents have difficulty adjusting at home, at school, and in society. He begins to feel ashamed and ashamed of the protection and care shown by his parents. Parents and teachers often treat him suspiciously. Sometimes they expect him to behave as an adult and other times like a child. About 1/5 of India's population consists of adolescents (Anon, 2004). Recent research suggests that more young people are starting to report mental health problems as they feel more stressed. It's estimated that six to nine million children and adolescents in the United States have mental or behavioral problems. The Indian Council of Medical Research has reported that about 12.8 percent of children

(1-16 years) suffer from mental health problems. According to the findings (Wadava, 2002), 69.56 percent of adolescents commit suicide due to parent-child problems, 8.69 percent due to adjustment disorders, and 4.35 percent due to depression. Adolescent adolescents in disadvantaged communities are at a higher risk of exposure to a range of stressors, which reflect high rates of crime and abuse, family poverty, family conflicts, increased proportions of deviant peers, and schools with inadequate resources (Gonzales, 2001 and Seidman, 1994). Adjustment in adolescents depends on several factors. One of these factors is emotional maturity. The study has been conducted to assess the adjustment among adolescent boys and girls in senior secondary school of classes XI and XII. Gakhar SC (2003). "Emotional maturity of students at secondary level: Self-concept and academic achievement", Panjab University, Chandigarh. This paper examines the relationship between emotional maturity and self-concept on the academic performance of secondary level students. It found that there was a significant negative correlation between self-concept and emotional maturity. A negative correlation was also found between academic success and emotional maturity. There is a huge difference in the emotional maturity of boys and girls. It has been observed that there is a significant difference in the emotional maturity of students from urban and rural areas and the emotional maturity of students from rural areas is higher as they have lower average marks on the list of emotional maturity. There is a significant difference in the emotional maturity of students studying in government and private schools. Students in private schools have higher emotional maturity than their counterparts due to low average scores on the emotional maturity scale. It also shows that there is a negligible difference in the emotional maturity of hostel students and those who are day scholars. The study also showed that there is a negligible difference in the emotional maturity of the children of working and non-working mothers. Meenakshi and Saurashtra (2003) and Kaur (2001) studied a sample of 356 adolescents and showed a significant relationship between emotional maturity and intelligence. However, no significant association was found between emotional maturity and academic success. Further, she found no significant difference in the emotional maturity of boys and girls, adolescents in urban and rural areas, but significant differences in the emotional maturity of arts and science students. (Miglani, D. (2001). "Emotional Intelligence Associated with Academic Performance in Adolescence." Miglani also found a significant association between emotional intelligence and academic performance. This means that only IQ level i.e. high IQ does not mean high academic performance is given to the student. Other factors also play a huge role in higher academic performance. Kaur (2000) found a significant relationship between emotional maturity and environmental factors in her study of adolescents. In the films Rathaiya and Bhaskarrao (1997), a positive relationship of adjustment and achievement was found. Richardson and Evans (1997) explored some methods for teaching social and emotional abilities in culturally diverse societies. Their purpose was to help students connect with each other, to help them develop interpersonal and emotional intelligence, arguing that this intelligence is essential for individual performance. According to Ediger (1997), emotions, emotions, and values are important for a person's well-being and success in life. He also says that science teachers should emphasize the emotional domain which cannot be separated from the cognitive domain. Quality feelings and emotions help students to give their best abilities in the classroom. Students who are adversarial and think negatively may not be able to concentrate for a long time and

have more difficulty reaching their potential than others. Singh and Bruta (1992) found that girls tend to be more anxious, anxious, and emotional than boys. Vashisht (1991) found a positive relationship between adjustment and achievement. Srivastava (1988) did not find any significant association between self-concept and aggression. However, there was a positive correlation between aggression and academic success. Arya (1984) revealed that boys and girls with high intelligence performed better on tests of emotional maturity. Superior intelligence showed a higher correlation with emotional maturity. There was also a difference in the accommodation of the children. However, Jethwani (1986) found that there was no difference in their average frustration scores between high IQ and low IQ students. शाक्रेत भावनिक आणि सामाजिक Teaching skills is very important, it can have a positive impact on academic performance not only in the year they are taught, but also in the years that follow. Teaching these skills has a long-term impact on performance. (Elias et al. 1991). The term emotional intelligence then appeared in a series of academic articles written by John D. Meyer and Peter Saloway (1990, 1993 and 1995). In their first article, they presented the first model of emotional intelligence, 195. However, the term "emotional intelligence" only came into the mainstream in 1995 with Daniel Goleman. He argues in his book that IQ contributes only 20% of success in life and that the rest are contributed by other forces. We can infer that luck and social class are among the other factors. They also say that emotional intelligence is indeed a new concept, but existing data suggests that it can be IQ and sometimes even more powerful. And, at least, contrary to what is said about IQ, we can teach and improve some important emotional abilities in children. Emotionally intelligent people are more likely to succeed in everything they undertake. In 1983, Howard Gardner presented his theory of multiple intelligences that opened the door to other theories, such as emotional intelligence. Sumbli (1981) found in her study that boys tend to be more aggressive than girls. The aggressive students were less intelligent than normal. Patel (1983) revealed that there was no difference in the SEC in terms of frustration scores. Reddy (1978) found that academic adjustment is significantly related to the academic performance of secondary school students. Soman (1977) also observed that individual adjustment variables have a considerable impact on performance. Cattell and Dreger (1974) found a positive correlation between self-confidence, self-esteem, and social adjustment.

Operational Explanation

Adolescence: The period of adolescence is the physical, emotional, and mental changes between the ages of 11 and 14 years.

Grossbard, (2009), therefore, concluded that physical dissatisfaction in women, and to a lesser extent in men, is associated with low self-esteem, depression, and eating disorders. This research examined gender as a moderator of the relationship between weight issues in girls and muscle problems in boys, as well as contingent self-esteem and body image anxiety. Participants included 359 (59.1% female) first-year U.S. undergraduate students who completed a survey evaluating health-related risk behaviors. Hierarchical multiple regressions were used to examine the relationship between gender, contingent self-esteem, and body image. This research concluded that women reported higher levels of casual self-esteem and greater anxiety about their weight, although men

reported a greater drive for muscle. That's why the review found that body image dissatisfaction was in terms of weight in girls and muscle mass in boys which was influenced by low self-esteem

Kraut and his colleagues (1998) concluded that while Internet use is positively associated with depression, loneliness, and stress, people's perception of the Internet is decidedly negative. In contrast, the present study was designed to test the hypothesis that internet use can have a beneficial effect on users. The participants participated in five chat sessions with an unknown partner. They were given scales measuring depression, loneliness, self-esteem, and social support at three different intervals. Changes in their scores were tracked from time to time. Internet use was found to reduce loneliness and depression, while social support and self-esteem increased significantly.

Alona Tinunova, (2015) This study assessed the characteristics of the relationship between body image and self-esteem of Ukrainian adolescents with different types of constitutional development. In a school-based cross-sectional survey, a total of 250 adolescents were recruited. They filled out a self-complete questionnaire on body image, organ ranking, self-esteem, personal scores, and related factors. The results suggest that body image in the adolescent's consciousness, its individual characteristics, Defines specific characteristics of the level of self-esteem, the extent of internal conflicts, and emotional reactions to the environment.

Atta RN, Rojas A., Ludden AB, Thompson JK. According to the tripartite effect model of body image and eating disorders — around which this chapter is organized — there are a number of factors that can influence the self-esteem of adolescents i.e. mass media, parents, and peers are particularly formative influences, which can both be directly applied (e.g., through negative feedback or comments) and indirectly (i.e., through appearance comparisons and internalization) affect body dissatisfaction. Images of attractiveness and messages about the importance of appearance disseminated through media become especially problematic when they are reinforced by the behaviors and comments of important socializing agents in adolescence — parents and peers. Other factors, such as race, ethnicity, and level of culture, can also affect body image during adolescence. The influence of the media, peers, parents, and culture, as well as the relationship between body image distress and other areas of health, will be discussed here. The effects of the above factors can have a positive or negative impact on adolescents.

Emotional Maturity:-

Emotional maturity is the ability of adolescents to stabilize emotion which includes the ability to make emotional progress, independence, social adjustment, emotional stability, personality integration, etc. According to Walter D. Smittson, "Emotional maturity is a process in which the personality is constantly striving for a better sense of emotion, health, inter and inter personal." "Emotional maturity can be defined as a process in which personality is always determined for a better sense of emotional well-being". Emotional maturity is the state of reaching an adult level of emotional development that suggests emotional control in social situations. Emotional maturity is considered a key determinant of shaping a person's personality, behavior, and attitudes, and it helps to build relationships with others and increase a person's self-worth, and emotional stability is considered a key factor in mental health. "To the extent that a person has understood the potential for enrichment of his life and has

developed the ability to enjoy things, relate to others, love, and laugh; His ability to grieve with all his heart when an occasion arises, and his ability to show fear when the opportunity arises, should be assumed by persons who are afraid to admit that they are afraid, without the need to use a false mask of courage. Caplan and Barron (1986) have elucidated the characteristics of an emotionally temperamental person who has the ability to procrastinate to meet needs. In fact, emotional maturity is not only an effective determination of personality patterns but also helps to control the growth of adolescent children. According to Cole (1980), the most notable sign of emotional maturity is the ability to tolerate stress. An emotionally mature person is not one who has overcome all the conditions that lead to anxiety and hostility. He is constantly in the process of seeing himself in a clear perspective, constantly engaged in the struggle to achieve a healthy combination of feelings, thoughts, actions.

Adjustment Adjustment is not only the reaction of the demands and pressures of the social environment imposed on the individual or the process of fitting oneself in the available situation but also the process of changing the situation according to one's own needs. Psychologists have included the criteria of mental comfort, work, efficiency, and social acceptance to evaluate the adequacy of adjustment.

Aim of the study:

The study of emotional maturity and adjustment of relocated CBSC board and state board Adolescent Students.

Objectives of the Study:

1. To study emotional maturity of relocated CBSC board and state board adolescents' students.
2. To study adjustment of relocated CBSC board and state board adolescents' students.
3. To study the emotional maturity and adjustment of relocated CBSC board boys adolescents' students.
4. To study the emotional maturity and adjustment of relocated CBSC board girls adolescents' students.
5. To study the emotional maturity and adjustment of relocated state board boys adolescents' students.
6. To study the emotional maturity and adjustment of relocated state board girls adolescents' students.

Hypotheses :

1. There will be no significant difference between the relocated CBSC board and state board adolescents' students of their emotional maturity.
2. There will be no significant difference between relocated CBSC board and state board adolescents' students of their adjustment.
3. There will be significant difference between emotional maturity and adjustment of relocated CBSC board boys' adolescents' students.
4. There will be no significant difference between emotional maturity and adjustment of relocated CBSC board girls' adolescents' students.
5. There will be no significant difference between the emotional maturity and adjustment of relocated state board boys' adolescents' students.
6. There will be significant difference between emotional maturity and adjustment of relocated state board girls' adolescents' students.

Research Design:

Relocated Students	Gender	
	Boys	Girls
CBSC Board	25	25
State Board Students	25	25
Total	50	50

Method of data collection:

The researcher proceeds with quantitative research for the study. The purpose of quantitative research is to create knowledge and to create an understanding of the social world. Quantitative research methods place more emphasis on objective measurement and statistical, mathematical or quantitative analysis of data collected through questionnaires and surveys. The main feature of quantitative research is the focus on collecting quantitative data using computational techniques. Quantitative research focuses on collecting quantitative and generalizing or explaining a particular phenomenon among groups of people.

Method of Collection of Information:

A list of five randomly selected schools in Ahmednagar was taken for the study. The data was collected during school hours with the prior permission of the concerned Officer/Principal. Researchers identify the purpose and build relationships with students. The researcher gave instructions and basic instructions before the test. The students were seated in the correct order to get the official and correct results of the examination conducted.

Each question was explained to them well and was also translated into Marathi, Hindi and English for better understanding. Students were allowed to ask questions and their doubts were answered. The students were asked to record the answers to all the questions. They were given enough time to answer questions. The questionnaire was withdrawn after the recorded answer.

Sampling method :

The objective selective sampling method used in quantitative research is to draw conclusions about the selected group in terms of the focus of the inquiry. Therefore, the qualitative research here is designed to gain or study in-depth knowledge about adolescent individual attitudes or assumptions about themselves.

The researcher collected samples from 100 adolescent students from six different schools and colleges in Ahmednagar city. The sample collection includes 50 boys and 50 girls from each school.

Tools used for research:

Emotional Maturity Scale (2012)

This scale was developed by Dr. Yashvir Sing and Dr. Mahesh Bhargava. It obtained 48 items under the five categories as emotional stability, emotional progression, social adjustment, personality integration, and independence. It is a self-report measure of five-point rating with options namely very much, much, undecided,

probably, and never, weighted on 5, 4, 3, 2, 1 scale points. The test-retest reliability of whole test was 0.75 and validity of the test is 0.64.

Adjustment Inventory (2015)

K. P. Sinha and R. P. Singh. Adjustment Inventory for School students AISS -ss Hindi/English. This inventory consists 60 items. It measures Adjustment in three areas emotional, social, educational. It was administered on a sample of 1950 students of both sexes. Age group 14 to 18 year. Reliability- Coefficient of reliability was determined by i) Split-half method, ii) Test- retest method, and iii) K-R formula-20. The reliability coefficients of the total test and sub-tests by different methods.

Statistical analysis and interpolations:

1. There will be no significant difference between the relocated CBSC board and state board adolescents’ students of their emotional maturity.

Emotional maturity.	N	Mean	SD	SEM	df	t
relocated CBSC board students’	50	25.10	8.41	1.53	98	1.126
state board students’						ns
	50	22.23	11.10	2.02		

The above table 1 shows mean value of emotional maturity of relocated CBSC board students’ is 25.10, SD 8.41 and state board students’ mean value is 22.23 and SD is 11.109 that ‘t’ value is 1.126 not significant.

2. There will be no significant difference between relocated CBSC board and state board adolescents’ students of their adjustment.

Adjustment	N	Mean	SD	SEM	df	t
relocated CBSC board students’	25	8.83	4.46	.81	98	.825
State board boys’ students’	25	7.86	4.61	.84		ns

The above table no.2 shows mean value of Adjustment of relocated CBSC board students’ mean is 8.83, SD is 4.46 and state board students’ mean value is 7.86 and SD is 4.61 the ‘t’ value is 0.825. The value is non-significant it means that hypothesis is accepted.

3. There will be significant difference between emotional maturity and adjustment of relocated CBSC board boys’ adolescents’ students.

Relocated CBSC board boys’ adolescents’ students	N	Mean	SD	SEM	df	t
emotional maturity	25	10.30	3.32	.60676	48	2.349**
adjustment	25	8.0	4.21	.76864		

** significant on .05 level.

The above table no.3 shows mean value of emotional maturity of relocated CBSC board boys' students' mean is 10.30, SD is 3.32 and relocated state board boys' students' mean value is 8.0 and SD is 4.21 the 't' value is 2.349. The value is significant on .05 level, it means that hypothesis is accepted.

4. There will be no significant difference between emotional maturity and adjustment of relocated CBSC board girls' adolescents' students.

Relocated CBSC board girls' adolescents' students	N	Mean	SD	SEM	df	t
emotional maturity	25	5.96	3.25	.59	48	.414ns
adjustment	25	6.33	3.59	.65		

The above table no.4 shows mean value of emotional maturity of relocated CBSC board girls' students' mean is 5.96, SD is 3.25 and relocated state board boys' students' mean value is 6.33 and SD is 3.59 the 't' value is .414. The value is non-significant it means that hypothesis is accepted.

5. There will be no significant difference between the emotional maturity and adjustment of relocated state board boys' adolescents' students.

Relocated state board boys' adolescents' students	N	Mean	SD	SEM	df	t
emotional maturity	25	18.2	7.6	.49	48	1.44ns
adjustment	25	15.2	9.2	.56		

The above table no.5 shows mean value of emotional maturity of relocated STATE board boys students' mean is 18.2, SD is 7.6 and relocated state board boys' students' mean value is 15.2 and SD is 9.2 the 't' value is 1.44. The value is non-significant it means that hypothesis is accepted.

6. There will be significant difference between emotional maturity and adjustment of relocated state board girls' adolescents' students.

Relocated CBSC board girls' adolescents' students	N	Mean	SD	SEM	df	t
emotional maturity	25	5.8	3.7	.83	48	.414ns
adjustment	25	6.5	2.89	.57		

The above table no.6 shows mean value of emotional maturity of relocated STATE board girls students' mean is 5.8, SD is 3.7 and relocated state board girls' students' mean value is 6.5 and SD is 2.89 the 't' value is .41. The value is non-significant it means that hypothesis is accepted.

Discussions, Limitations and Conclusions:

There will be no significant difference between juvenile students of migrant CBSE boards and state boards of their emotional maturity.

There is no evidence to support the hypothesis that there is no significant difference in the emotional maturity of migrant CBSE and state board teenagers. In fact, migration is a known source of stress for teens, and factors such as the academic board and the school environment can affect how they cope. Factors Affecting Emotional Maturity During Migration Difference in Curriculum: The standardized, theme-based CBSE curriculum is significantly different from the regional and culturally focused state board curriculum. Changes in boards mean adapting to a new academic focus and teaching methodology, which can affect students' confidence and emotional state. Compatibility and peer group: CBSE's uniform curriculum can facilitate inter-state migration, but students switching from state boards may find it more challenging to adapt to the new educational system and social environment. Peer group stability is an important support for adolescents and is hampered by migration regardless of board. School Environment: Schools affiliated to different boards have diversity in their academic philosophies and extracurricular opportunities. For example, one study found that students in private schools generally show higher emotional maturity than students in public schools, suggesting that a particular school environment plays a role. Moving stress: Moving is a major life event that can cause significant stress, anxiety, and feelings of sadness and loneliness, especially in adolescents. This stress can negatively impact a teen's emotional health, including their ability to regulate emotions. Environmental and support factors: Factors other than the academic board can affect emotional maturity, including the home environment, family support, and socioeconomic status. A supportive family that openly discusses emotions and maintains a consistent routine to help teens adjust emotionally. To determine whether the differences across the board actually produce a significant impact, a comparative study with immigrant students from both educational backgrounds will be needed.

It proposes that there is no correlation between students' boards of education and their adjustment levels after migration. To test this hypothesis, the researcher needs to collect data and conduct statistical analyses. Individual differences: Factors such as personality, family support, and coping skills may have a greater impact on student adjustment than a student's education board. High-quality schools: If CBSE and state board schools have high-quality teachers and resources. The difference in curriculum may not affect the overall adjustment of the students. Student adaptability: Adolescent students, regardless of their board, can often be flexible and adapt to new situations relatively quickly. Curriculum Differentiation: CBSE's nationally standardized curriculum provides consistency that can facilitate the transition for families who frequently migrate. The state board curriculum is region-specific, so switching between state boards can be challenging due to differences in curriculum and language. Medium of instruction: The CBSE curriculum is mostly taught primarily in English, which can be beneficial for students whose families move frequently and need admission in new schools. In contrast, state boards may place more emphasis on the local language. Academic Pressure: CBSE's curriculum is often considered more challenging and prepares students for competitive national exams, which can benefit or stress a student who has shifted. The assumption that there is no difference is challenged by evidence showing that the standardized format of the CBSE curriculum can facilitate the academic transition for students to transfer. Conversely, regional differences in state board curricula may present more significant adjustment barriers for

migrant students. However, the overall adjustment process is complex and is also influenced by individual components and support systems available to the student

Limitation:

1. The present study is only concern to the Ahmednagar city only.
2. In the present study demographic factors are not considered.
3. In the study only CBSC board and State board schools are participating and they are not comparable with the indigenous schools.

Conclusion:

Studies have shown that adolescents exhibit cognitive biases about their body shape and are generally dissatisfied with it. Interestingly, there were significant differences in body image perception among middle school students based on gender and BMI grading. Furthermore, the study found significant gender differences in body size aesthetic parameters, including the general perception that female body shape is "skinny pretty." To address this issue, It is recommended that health education on body image be conducted in primary and secondary schools with the participation of families, schools, and communities. This will help students develop a healthy body image and promote their overall physical and mental health. School migration is a significant life event for a teenager, and research suggests that it can disrupt a student's social and emotional stability. Emotional Disruption: Disruption of familiar routines and environments can lead to anxiety, sadness, hopelessness, and loneliness in adolescents. Social Challenges: Migration disrupts social circles and can make it challenging to form new friendships. This social instability can negatively impact self-esteem and lead to loneliness. It can be the cause. Flexibility and adaptability: Some teens exhibit resilience and grow from experience, but those who have to move frequently are at a higher risk of psychological difficulties. Additional Variables to Consider Emotional maturity is influenced only by a complex mix of factors beyond the school board or transfer status. These additional variables need to be considered for any research on this topic. Family environment: Parental influence, attachment and stability of the home environment are important factors. An assistant can help reduce the emotional stress of moving house. Urban vs Rural Background: Studies have shown that students from urban areas have higher emotional maturity and adaptability compared to their rural counterparts. Socio-Economic Status: The financial background of the student is a powerful risk factor, as students from low-income families who migrate frequently often face compounding disadvantages. Gender: Some studies have found gender-based differences in emotional maturity and adjustment in adolescence.

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