

EMOTIONAL MATURITY AND SCHOOL ADJUSTMENT IN INCLUSIVE SCHOOL CLASSROOMS ARE IMPORTANT VARIABLES TO ACHIEVE THE SDG - INCLUSIVE AND EQUITABLE QUALITY EDUCATION

* *Prof. Nayana Borse* & ** *Dr. Sangita Shirode*

* Assistant Professor, MIT ADT University School of Education and Research, Pune

** SNTD University Department of Education, Pune

Abstract:

One of the most important goals of sustainable development is to provide inclusive and equitable high-quality education and promote lifelong learning opportunities for all. SDG4 is supported by the National Education Policy 2020, which focuses on providing inclusive and equal quality education and promoting the holistic development of children. This paper highlights the components of emotional maturity and adaptation of students to school in an inclusive classroom that are strongly supported to achieve SDG-4, and policy aims to close the gap and promote inclusive educational environments. The practice recognizes the importance of the emotional and cognitive growth of students, and the school provides a supportive environment that contributes to emotional development. Emotional maturity of young people is defined as the ability to control their emotions and the ability to develop emotionally, independently, socially, and psychologically and integrate their personality. The personal aspects of adjustment to school refer to the adjustment of youth behavior to the mental health of young people, which includes e.g. behavioral and academic problems, peer relationships, and general emotional and social functioning. Knowledge of adjustment and emotional maturity can help students improve their adjustment skills to better lead society.

Keywords: Emotional Maturity, School Adjustment, Inclusive Classroom, SDGs, Quality Education, NEP2020

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Introduction:

Emotional maturity and school adjustment play crucial roles in achieving the sustainable development educational goal. Students with high emotional maturity are better equipped to navigate diverse social environments, fostering a positive and inclusive classroom atmosphere. This promotes effective collaboration and communication essential for addressing sustainability challenges. Successful school adjustment enhances students' engagement in learning, empowering them to acquire the knowledge and skills needed for sustainable development. Overall, these variables contribute to creating a supportive educational environment that aligns with the principles of sustainable development. Emotional maturity and school adjustment significantly contribute to realizing the objectives outlined in the National Education Policy 2020 in India. In an inclusive classroom, emotional maturity fosters empathy and understanding among students, aligning with the policy's emphasis on holistic development and values education. Effective school adjustment supports the policy's goal of providing equitable and inclusive education, ensuring that diverse learners can participate fully in the educational process. By addressing the social and emotional aspects of students, an inclusive environment

promotes the policy's vision of creating well-rounded individuals capable of contributing to India's sustainable development.

Theoretical Background:

Emotional maturity, social adjustment, and their role in promoting the fourth goal of the Sustainable Development Goal are theoretically established. This theoretical framework aims to explain the synergy between theories of emotional intelligence and models of social adjustment to emphasize their interaction in promoting a favorable educational environment.

Emotional Maturity:

Emotional Intelligence Theory (Goleman, 1995) Introduces Goleman's seminal work on emotional intelligence, emphasizing its core components such as self-awareness, self-regulation, empathy, motivation, and social skills. Thus emotional maturity as defined by Goleman's theory contributes to individual well-being and academic success.

Erikson's Psychosocial Development Theory (Erikson, 1959) Gain insight into Erikson's stages of psychosocial growth, highlighting the importance of identity and role confusion in emotional development within an educational setting.

- Emphasize the importance of resolving an identity crisis in developing emotional resilience. and deadline.

Social Adjustment:

Social Cognitive Theory (Bandura, 1986)

Bandura's Social Cognitive Theory, emphasizes the reciprocal interaction between personal factors, behavior, and the environment. How social adjustment can be viewed through the lens of observational learning, modeling, and the influence of social reinforcements.

Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979)

Learn about ecosystems that influence social adjustment, emphasizing the microsystem (school environment) and its effects on individual development. the importance of a supportive school environment to promote positive social adjustment.

Integration and Synthesis:

- Highlight the interconnectedness of emotional maturity and social adjustment in shaping the overall educational experience.
- Discuss how the emotional regulation skills developed through emotional maturity contribute to effective social interactions and adaptive behaviors.
- Articulate the direct alignment of emotional maturity and social adjustment with the SDG on Quality Education.
- Emphasize how fostering emotional intelligence and social adjustment skills in educational settings is fundamental to creating an environment conducive to sustainable educational development.
- Acknowledge potential limitations in existing theories, emphasizing the need for a holistic understanding that bridges emotional maturity and social adjustment.

Together, this theoretical framework provides a comprehensive lens through which to understand the critical role of emotional maturity and social adjustment in achieving sustainable educational goals. This article includes insights from prominent psychological theories and aims to advance the discussion on holistic student development within the framework of the Sustainable Development Goals for quality education.

Emotional Maturity:

Students are experiencing difficulties in life and this difficulty is causing many psychological and behavioral issues with everyday life, such as anxiety, tension, frustrations, and emotional upsets. As a result, the study of emotional maturity is an emerging need to achieve sustainable development educational goals. Emotion is an affective experience that accompanies the stirred-up mental, social, and psychological states of a person and shows itself in students' obvious behavior. (Joy, M., & Mathew, A. (2018). Emotional Maturity and General Well-Being of Adolescents. IOSR Journal of Pharmacy) Emotions have a strong connection with interests, needs, and feelings. which is necessary to achieve educational short-term goals and a happy, healthy, and successful life. Adjustment in the school environment affects a child's holistic development. An emotionally mature person has complete control over how they express their emotions and, on the other hand, acts by accepted social values and ideals.

Students' emotional development is important for several reasons. It helps them cope with life's difficulties better, promoting their personal and social well-being. students' emotional maturity affects:

Interpersonal skill: Emotional maturity helps in building and maintaining healthy relationships with peers by promoting empathy, effective communication, and conflict resolution skills.

Management skill: Students with emotional maturity can manage better with stress, setbacks, and uncertainties, showcasing resilience in the face of adversity. Even emotional maturity is closely tied to mental well-being. Emotionally mature students are more likely to manage stress and maintain good mental health.

Decision-Making Skills: Emotional maturity contributes to sound decision-making. It allows individuals to consider emotions, consequences, and various perspectives when making choices.

Academic Success: Emotional maturity positively impacts academic performance. Students can handle the pressures of learning, adapt to new environments, and maintain focus on their studies.

Personal Growth: Emotional maturity facilitates personal development by encouraging self-awareness, self-regulation, and a positive mindset, fostering continuous improvement.

Problem-solving skill: Emotional maturity improves problem-solving abilities by allowing people to approach challenges calmly and rationally. Mature people are better equipped to resolve conflicts constructively, promoting harmony in both personal and professional settings. manage stress, regulate emotions, and consider multiple perspectives, resulting in more effective and thoughtful problem-solving. Emotional maturity also promotes adaptability, allowing students to learn from setbacks and approach problem-solving with adaptability.

Leadership Skills: Emotional maturity is required for effective leadership in many areas of life, including academics and careers. It entails comprehending and motivating oneself and others. It teaches students how to navigate challenges, deal with diversity, accept different perspectives, and make rational decisions, fostering a

more effective problem-solving approach, and developing self-confidence, which is required for leaders to take risks and achieve their goals.

Essentially, emotional maturity is important for students and life beyond academics, affecting their overall well-being and success, relationships, and future. It promotes resilience, empathy, and self-awareness, as well as positive thinking, which is one of the SDGs.

School Adjustment: School adjustment is crucial in an inclusive classroom as it fosters a supportive environment, promotes social integration, and enhances overall student development. Successful adjustment allows students to feel a sense of belonging, positively impacting their academic performance and emotional well-being. It also cultivates peer empathy and understanding, contributing to a more inclusive and diverse educational community. The findings show that there is a significant relationship between school climate, performance, and productivity. It is strongly recommended that stakeholders of education in third world nations should take the bulls by the horns by ensuring that a good and friendly school climate is put in place, to guarantee sustainable development. (Influence of School Climate on Students' Achievement and Teachers' Productivity for Sustainable Development-Adeo gun, A. A.; Olisaemeka, Blessing U) School adjustment is pivotal in an inclusive classroom, contributing significantly to overall student development. The National Education Policy (NEP) of 2020 emphasizes inclusive education. NEP 2020 advocates for a learner-centric approach, addressing diverse needs and abilities. It supports flexible curriculum frameworks, teacher training in inclusive practices, and creating an inclusive environment that values every student, aligning to foster holistic development in an inclusive classroom. (A. K. P., & Singh, R. P. (1995) Adjustment inventory for college students. Agra: National Psychological Corporation. Surekha. (2008)) The individual and the environment are the two important factors in adjustment. Admission to a university, with each student developing at his or her own pace. with a zeal that is replaced by disappointment (Baker, 1985) adjustment is crucial for student's overall development as it contributes to various aspects of their well-being:

Academic Success: Effective school adjustment involves adapting to the academic environment, forming positive relationships with teachers, and engaging in learning. This sets the foundation for academic success and a lifelong love of learning.

Social Skills: School provides a context for social interaction. Students who adjust well learn to navigate social situations, build friendships, and develop interpersonal skills. These social skills are vital for success in both academic and professional settings.

Emotional Well-being: A positive school adjustment fosters emotional well-being. Students learn to manage stress, handle peer relationships, and cope with challenges. This emotional resilience is crucial for mental health and overall happiness.

Self-Identity: School plays a role in shaping a student's identity. Through various experiences, students discover their strengths, interests, and values. A positive school adjustment contributes to a healthy self-identity and a sense of purpose.

Problem-Solving Skills: Dealing with the challenges of school life requires problem-solving skills. Students

learn to navigate academic difficulties, interpersonal conflicts, and time management issues, honing their problem-solving abilities.

Responsibility and Independence: School adjustment involves taking responsibility for one's learning and actions. This fosters a sense of independence and accountability, essential qualities for personal and academic growth.

Future Success: Successful school adjustment sets the stage for future success. The skills and habits developed during school years, including time management, teamwork, and communication, are often transferable to later stages of life.

In summary, school adjustment at the adolescent level is a varied process that significantly contributes to a student's overall development, encompassing academic, social, emotional, and personal dimensions.

SDG- Inclusive and Equitable Quality Education: Quality education is not only life-changing; it is also a mind-crafting and character-building experience that benefits community involvement. Empowered learners give not only to the country's growth-related directives but also to the creation of a society that is fair and equal. Indeed, Goal 4 of the Sustainable Development Goals (SDGs) on Quality Education emphasizes the importance of inclusive education at the school level. Inclusive education aims to give all students equal access to and participation in high-quality learning environments regardless of their diverse backgrounds and abilities. SDG 4 promotes inclusivity to address disparities, increase diversity, and create a supportive educational environment that meets the needs of all learners. Inclusive education is not only a fundamental right but also a critical component in constructing a more equitable and sustainable society, which is consistent with the broader agenda of sustainable development.

Inclusive education plays a pivotal role in achieving the Sustainable Development Goal (SDG) on Quality Education (Goal 4) by fostering several crucial aspects:

Equity and Access: Inclusive education ensures that all learners, regardless of differences in abilities, backgrounds, or circumstances, have equal access to quality education. This helps address educational disparities and promotes a more equitable learning environment.

Diversity and Tolerance: By embracing diversity within the educational setting, inclusive education contributes to the development of a tolerant and understanding society. It prepares students to appreciate differences, fostering a culture of respect and acceptance.

Social Cohesion: Inclusive education promotes social cohesion by breaking down barriers between different groups within the community. When students with diverse backgrounds learn together, it creates a sense of unity, understanding, and cooperation.

Skill Development: Inclusive education recognizes and nurtures the unique abilities of each learner. This approach supports the development of a wide range of skills, including empathy, collaboration, and problem-solving, which are essential for addressing global challenges and contributing to sustainable development.

Long-Term Impact: Educating all members of society ensures a more comprehensive and sustainable development trajectory. Inclusive education lays the foundation for a society where everyone has the knowledge

and skills to actively participate in shaping a sustainable future.

Inclusive Education: Inclusion and Equity which is the main aims of SDG All people, irrespective of sex, age, race, color, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities. UNICEF's contribution towards reaching this goal centers on equity and inclusion to provide all children with quality learning opportunities and skills development programs, from early childhood through adolescence. UNICEF works with governments worldwide to raise the quality and inclusiveness of schools. In an inclusive classroom if the students are emotionally mature, feel that they belong the same and actively participate, are involved in classroom activities, increase their confidence and these things help students' overall personality development Which improves their Academic achievements and reduces school dropout.

Emotional maturity and school adjustment: Emotional maturity and school adjustment are crucial elements in realizing the Sustainable Development Goal (SDG) on Quality Education (Goal 4) to enhance the Learning Environment and Adaptability Emotional maturity contributes to a positive and conducive learning environment. Emotionally mature students are better equipped to manage stress, handle situations, make decisions, and adapt, essential qualities for addressing the evolving demands of education and life. This resilience is crucial for overcoming setbacks and setbacks and is aligned to provide education that prepares individuals for a rapidly changing world.

School adjustment, encompassing the ability to integrate into the school community, fosters positive social interaction. When students can adjust well to their educational environment, it enhances collaboration, communication, and a sense of belonging, contributing to a supportive and inclusive learning community.

Emotional maturity and school adjustment contribute to the development of responsible and empathetic global citizens. These qualities are essential for addressing societal challenges, promoting social justice, and fostering a sense of collective responsibility, aligning with the broader goals of sustainable development. Educating individuals who are emotionally mature and well-adjusted goes beyond academic success. It lays the foundation for lifelong well-being by promoting mental health, emotional resilience, and a positive attitude towards learning and personal development. In essence, including emotional maturity and effective school adjustment strategies not only supports SDG 4 achievement but also aligns with the larger goal of generating empowered individuals who can significantly contribute to sustainable development worldwide.

Discussion: This incorporation of social-emotional learning into the NEP reflects a broader view of education that goes beyond academic knowledge and prioritizes students' overall growth and well-being. Recent research suggests that more young people are beginning to report mental health problems, as they perceive more stress. It is estimated that six to nine million children and adolescents in the United States have mental or behavioral problems. Indian Council of Medical Research reported that about 12.8 percent of children (1-16 years) suffer from mental health problems. According to findings from different research, 69.56 percent of adolescents have suicidal behavior due to parent-child problems, 8.69 percent due to adjustment disorders, and 4.35 percent of

children due to depression. Adolescents in disadvantaged communities are at elevated risk for exposure to multiple stressors, indicating high rates of crime and victimization, family poverty, family conflict, increased prevalence of deviant peers, and schools with inadequate resources (Gonzales, 2001). Adjustment in adolescents depends on many factors one such factor is emotional maturity. that's why both factors have a huge impact on the achievement of sustainable development educational goals

Conclusion:

The conclusion of the paper emphasizes the critical role of emotional maturity and school adjustment in the classrooms of inclusive schools to achieve the Sustainable Development Goal (SDG) of inclusive and equitable quality education. In the framework of inclusive education, where students with different abilities and needs are integrated into regular classes, it is necessary to recognize the importance of emotional maturity and adaptation to school.

First, emotional maturity plays a key role in promoting positive learning. the environment Emotionally mature students are better able to control their emotions, navigate social interactions, and deal effectively with challenges. This not only increases their well-being but also fosters a positive classroom climate that fosters inclusion and peer acceptance. Second, school adjustment is critical to ensuring that all students, regardless of background or ability, can fully participate and succeed. . . in an educational setting. Effective adjustment to school requires adaptation to the academic and social demands of the school, the development of positive relationships with peers and teachers, and active participation in learning activities. By creating supportive and inclusive school environments where inclusive schools are a priority, institutions can maximize the opportunities for all students to succeed academically and socially. Incorporating strategies to promote emotional maturity and adjustment to school in inclusive school classrooms is directly related to inclusive and inclusive. schools SDGs. Fair and high-quality education. By considering students' social-emotional needs along with academic goals, teachers can create an inclusive learning environment where every student feels valued, supported, and empowered to reach their full potential. Ultimately, investing in students' emotional well-being and adjustment to school is necessary to advance the goal of providing quality education for all, regardless of their differences.

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