

Systematic Review on Emotional Maturity and Social Adjustment of Institutionalised Children Under Need Care and Protection

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ABSTRACT

Institutionalised children under need care and protection represent a vulnerable section of society who often face emotional, psychological and social challenges due to the lack of a stable family environment. Emotional maturity and social adjustment play a pivotal role in shaping their personality, behaviour, and future integration into society. The level of emotional maturity and the extent of social adjustment among institutionalised children aims to identify the factors that influence these aspects, including age, gender, duration of stay in the institution, and the quality of care received. Social adjustment is often hampered by limited exposure to community life and lack of family support, though supportive institutional environments and peer interactions contribute positively. In this article, systematic review on emotional maturity and social adjustment of institutionalised children under need care and protection has been discussed.

Keywords: *Emotional Maturity, Social Adjustment, Institutionalised Children, Need Care, Protection.*

INTRODUCTION

Children represent the most vulnerable segment of society and require a nurturing environment to ensure their holistic development. For children who are deprived of family care due to abandonment, neglect, abuse, or other adverse circumstances, institutional care becomes a protective arrangement under the framework of “children in need of care and protection” as outlined in child welfare legislations. While institutions aim to provide safety, shelter, and basic needs, they often fall short of replicating the warmth, affection, and emotional support available in a family environment. Emotional maturity refers to the ability of an individual to understand, regulate, and express emotions in a socially appropriate manner. It enables children to build resilience, manage stress, and maintain healthy interpersonal relationships. In contrast, a lack of emotional maturity may result in dependency, impulsiveness, aggression, or social withdrawal. For institutionalised children, the absence of consistent parental care, attachment figures, and individualized attention can significantly influence their emotional growth. Similarly, social adjustment involves the capacity of children to adapt to their social environment, maintain positive peer relationships, and integrate effectively within societal norms. Institutionalised children often encounter challenges in this area due to limited social exposure, stigmatization, and the regimented structure of institutional living. Inadequate

adjustment may manifest in behavioural difficulties, poor self-concept, and challenges in integrating into mainstream society after leaving institutional care.

SYSTEMATIC REVIEW OF LITERATURE

Rattu, A. & Dhakad, M.P. (2023). The historical examination of child care and protection reveals substantial transformations. This study provides a scoping review of thirty articles sourced from several search engines. A comprehensive evaluation of the systematic literature review has been performed by analyzing published articles, reports, and chapters to clarify the conceptual framework of the subject matter. The objective of the paper is to clarify the post-release perspective of institutionalized children on the integrated child protection plan in India. It is important to do follow-ups with kids who have been rehabilitated, and it is also important to spell out how to do post-follow-ups as required by India's juvenile justice act and child protection schemes to make sure that the follow-ups are meaningful and helpful for the kids.

Ayalew, S., & Andualem, T. (2023). Child vulnerability is a significant issue in Africa, especially Ethiopia, despite the abundant social capital resources and initiatives from child-focused organizations to address the problem. The research explored the influence of social capital characteristics and institutional support on the emotional and behavioral adjustment of vulnerable children in Ethiopia. A correlational study design was utilized for explored the correlations between variables. 250 at-risk youngsters were randomly selected to complete the customized measures and questionnaires of the study. The acquired data were analyzed using an independent t-test, correlation, and hierarchical multiple regression in SPSS version 20. The results indicate that social capital characteristics and institutional support are significantly negatively correlated with the educational and behavioral outcomes of vulnerable children. All variables together accounted for 31.7% of the variance in E/BA, with institutional support and peer social capital serving as substantial distinctive drivers. The findings indicate that children with elevated perceived social capital and institutional support exhibited fewer emotional and behavioral issues, resulting in improved adjustment. Ultimately, children's demographic factors exhibit negligible association and prognostic significance regarding the emotional and behavioral adjustment of susceptible children. Social capital characteristics and institutional support exhibit a significant negative correlation with, and predict a substantial amount of, emotional and behavioral adjustment issues in vulnerable children. The observations expected that child protection measures for at-risk children must control these social capital resources and enhance them through suitable interventions to promote the well-being of these children and ensure the sustainability of their care.

Sousa, M., Peixoto, M., Cruz, O., et al. (2023). This study investigated the influence of institutionalization and temperament factors on emotion regulation and negative lability in children aged 6 to 10 years. Participants were 46 institutionalized children (22 boys; 24 girls) and 48 non-institutionalized children (23 boys; 25 girls), matched by age and sex. The Emotion Regulation Checklist (ERC) was utilized to evaluate emotion regulation and negative lability. The school-age Temperament Inventory (SATI) was employed to assess temperament dimensions. No substantial changes between groups were observed in temperament characteristics, emotion management, or negative capability. After adjusting for institutionalization status, the findings revealed that (a)

approach/withdrawal (sociability) and persistence were positive predictors of emotion regulation, (b) negative reactivity was a positive predictor of negative lability, and (c) persistence was a negative predictor of negative lability. Institutionalization did not forecast emotional regulation or negative lability. The protective function of particular temperament traits, such as persistence and approach/withdrawal (sociability), for at-risk populations (e.g., institutionalized) and generally developing children (e.g., noninstitutionalized) is emphasized.

Singh, D., Kad, A. & Singh, S. (2023). This study aimed to ascertain the correlation between college students' emotional growth and issues faced by youngsters. The Youth Problem Inventory developed by Verma (2010) was utilized to assess the aforementioned constructs. Descriptive statistics and the Pearson product-moment correlation approach were utilized to analyze the data using SPSS 16.

Arya, M. & Srivastava, A. (2023). Adjustment and social maturity are essential for an individual's optimal functioning. Personal development and progression necessitate adaptation and social sophistication. The research study examines the influence of adjustment on the social maturity of college students. The significance of adaptation and social maturity in a college student's life has been documented in the literature. The researcher gathered data from 120 college students, comprising both males and females, utilizing two instruments: the Adjustment Inventory for College Students (AICS) by A.K.P. Sinha and R.P. Singh, and the Social Maturity Scale (SMS) by Dr. J. Bharat Raj. The study's results indicated a substantial positive link between adjustment and social maturity among college students. The findings indicate that the product moment coefficient of correlation between adjustment scores and social maturity ratings for girls is $r = -0.288$, which is significant at the 0.05 level, demonstrating a negative connection between adjustment and social maturity scores. The product moment coefficient of correlation between adjustment scores and social maturity scores for males was $r = -0.461$, significant at the 0.05 level, indicating a negative correlation between adjustment and social maturity scores. This research indicates that pupils exhibiting higher adjustment levels generally possess superior social maturity, whereas those with lower adjustment levels tend to demonstrate inferior social maturity. The study's results indicate notable gender disparities in the correlation between adjustment and social maturity. The t-value for the disparity between the means of social maturity scores of college-enrolled females and males was 3.566, significant at the 0.01 level. The t-value for the disparity between the means of adjustment scores for college-going girls and boys was -6.614, which is significant at the 0.01 level. The notable gender disparities in adjustment and social maturity scores, as revealed by the independent-samples t-test results, imply that distinct factors may influence school adjustment and social maturity for boys and girls.

Cigala, A. & Mori, A. (2022). Perspective taking is defined as a multidimensional entity with three components: cognitive, emotive, and visual. Psychological maltreatment adversely affects a child's emotional competence; specifically, maltreated children struggle with emotion comprehension, regulation, and social understanding. The research also includes numerous contributions that emphasize the maladaptive behaviors of children with a history of maltreatment in peer interactions within the school environment. The capacity for perspective-taking in maltreated adolescents has been infrequently examined, and the available research has yielded divergent and frequently

contradictory findings that necessitate additional investigation. The primary aim of this research is to examine the ability of perspective taking in preschool children from maltreating and non-maltreating family backgrounds and its influence on social adjustment, specifically regarding prosocial and aggressive behaviors toward peers in kindergarten. A secondary objective is to assess the efficacy of a training program designed to enhance perspective-taking skills in victims of psychological abuse. This research, divided into two distinct investigations, encompassed 249 preschool children: 206 from non-maltreating family environments and 43 raised in psychologically maltreating families. Perspective taking was assessed by the implementation of several tests, whereas prosocial conduct and aggression were evaluated through non-participant observations within the educational environment. The training included abused children in small-group sessions centered on engaging and relatable activities within the mother-child community. The findings indicate that children's ability to engage in affective perspective-taking significantly enhances social adjustment. A heightened capacity for affective perspective-taking was associated with an increased incidence of prosocial acts towards peers and a reduced frequency of aggression. The training outcomes (pre/post-test comparison) indicated an enhancement in perspective-taking, particularly in the emotive dimension, leading to an increase in prosocial behaviors and a reduction in aggressive behaviors. Consequently, the capacity for affective perspective-taking appears to be a crucial protective element that should be emphasized and enhanced to facilitate the social adaptation of preschool children who have experienced psychological abuse.

Malhotra, R. & Verma, D. (2022). This study aimed to compare the general emotional maturity of teenage students residing in bal/balika ashrams with those living at home with their parents. A sample of 360 participants (90 males and 90 females from bal/balika ashrams and 90 males and 90 females from parental homes) was recruited randomly for the current study. The study's findings indicate that overall emotional maturity is not significantly influenced by the combination of gender and residence among adolescent students. The influence of gender on total emotional development is identical across all degrees of habitation and vice versa.

Hosokawa, R., Katsura, T. & Taira, K. (2022). Parent-child interactions, encompassing parental rearing attitudes and interactive engagements like play and cultural activities, are significant predictors of a child's growth and development. The annual family celebrations may correlate with the developmental progress of school-age children. This relationship has not been adequately examined. This study sought to ascertain the correlation between familial annual events and a child's social adjustment. In 2019, a self-administered questionnaire study was done with the parents of fifth graders (ages 10–11) in Japan. Key survey components encompassed participant demographics (child's gender, family structure, number of siblings, household income, and parental educational attainment), annual familial observances (Setsubun, Mother's Day, Father's Day, Tanabata, Respect for the Aged Day, Winter Solstice, etc.), and the child's social adaptation (Strengths and Difficulties Questionnaire). A total of 653 youngsters, who satisfied the criteria of being free from developmental problems, were enrolled as participants in the analysis. The participants celebrated an average of 15.47 (± 5.52) annual events with their families that year. The frequency of annual events commemorated was highly correlated with family structure and the educational attainment of the parents. Children from households with frequent annual experiences had greater prosocial conduct

and a reduced likelihood of externalizing or internalizing issues. A similar tendency persisted even after controlling for the family's socioeconomic background and other variables; specifically, children from homes with varied experiences of annual events exhibited a greater likelihood of demonstrating prosocial behaviors. Our findings indicate that participation in annual family activities may improve a child's prosocial conduct. Consequently, commemorating and safeguarding cultural and personal events within the home setting may significantly influence children's social adaptation.

Thomas, R. & Sultana, A.S. (2021). Children with HIV residing in institutions exhibit emotional stimuli and responses to diverse life situations, which impact their emotional development either positively or negatively, contingent upon the nature and context of the conditions. This study seeks to comprehend the emotional maturity of hospitalized children with HIV through a mixed-methods research design employing deliberate sampling. The study's objectives are (i) to evaluate the emotional maturity of institutionalized children living with HIV; (ii) to identify the children's emotional issues, their underlying causes, and management strategies; and (iii) to determine methods for emotionally empowering the children. The investigator gathered data from twenty HIV-positive youngsters, aged 10 to 18 years, residing in two institutions located in Karnataka and Tamil Nadu, utilizing the Emotional Maturity Scale devised by Singh and Bhargava. The gathered data were encoded, organized, and examined utilizing SPSS. Correlation was employed to analyze the data. Qualitative data was obtained through semi-structured, in-depth telephonic interviews with the president, superintendent, welfare officer, counsellor, and an inmate of the facility. The interviews were transcribed, classified, thematically analyzed, and summarized. This study highlights the emotional issues faced by youngsters that require appropriate interventions and community support programs for resolution. Affection, personal attention, and care are vital components for their support. The institutions can assist them in achieving a lifestyle comparable to others through appropriate medication, nutritional sustenance, physical activity, yoga, and meditation. Guidance, counseling, and motivation emotionally strengthen the youngsters at the facility. Caregivers and counselors are likely to enhance the emotional well-being of these children. The results advocate for additional research on the emotional development of children with HIV residing outside institutional care and in diverse geographical regions.

Zhu, J. et al. (2021). This research aimed to the emotion regulation and emotional lability/negativity as moderators in correlation of the child social avoidance and social adjustment (i.e., interpersonal skills, asocial conduct, peer exclusion) within Chinese culture. A total of 194 children (102 boys, 92 girls, Mage = 70.82 months, SD = 5.40) were recruited from nine classrooms in two public kindergartens located in Shanghai, People's Republic of China. Multi-source evaluations were utilized, with mothers assessing children's social avoidance and teachers evaluating children's emotion control, emotional lability/negativity, and social adjustment results. The findings demonstrated that the correlation between social avoidance and difficulties in social adjustment was more adverse in children with weaker emotional control, while no significant relationship was observed in those with stronger emotional regulation. The correlation between social avoidance and difficulties with social adjustment was stronger in children who scored higher on measures of emotional lability and negativity, but it was not significant in children who scored lower. This study provides new insight into the relationship between emotional regulation and emotional

lability/negativity, which is a common trait among socially avoidant people. The findings underscore the significance of contemplating the meaning and implications of social avoidance within Chinese society.

Bhuyan, S. (2020). This study aimed to assess the emotional maturity and social adjustment of children in institutional care and to compare these attributes between institutionalized males and girls. The samples were collected from several institutions in Assam. A total of 80 children (40 males and 40 females) aged 15 to 18 years were selected for the study using purposive sampling.

Jiménez-Etcheverría, P. & Palacios, J. (2020). Despite a strong consensus that family-based alternative care is the best suitable caregiving environment for young children lacking parental care, institutions remain prevalent in Chile. Nevertheless, limited research has been undertaken involving samples of Chilean children in out-of-home care. The primary objective correlates investigate the disparities in socio-emotional functioning between adopted children and those nurtured in institutions in Chile. Fifty-two adopted children were contrasted with fifty youngsters residing in institutions. Standardized interviews, questionnaires, and a structured task were used the children's psychological adjustment, attachment-related issues, and family connection dynamics. The findings revealed that adopted children exhibited markedly superior socio-emotional functioning compared to those raised in institutions, with most adopted children scoring within the normative range, while the majority of institutionalized children displayed clinical levels of emotional and behavioral issues. Moreover, adopted children assessed the quality of parenting as superior to that of institution-reared children. The secondary objective related to adoption-related characteristics on the psychological adjustment of adopted children. Consistent with our assumptions, characteristics linked to more favorable outcomes in adopted children were a younger age at adoption and an extended duration of residence with their adoptive relatives. The findings have ramifications for policy and practice in Chile regarding decisions in child protection.

Talukdar R R. & Barman L. (2019). This study aimed to examine the social adjustment of hospitalized youth aged 14 to 18 years. The sample was obtained from child care institutions operated by the Government of Assam and an NGO in Assam, comprising 100 youngsters (50 male and 50 female). The adjustment checklist for school was utilized to assess the social adjustment of the youngsters.

Julian, M. et al. (2019). Globally, around 8 million children live in institutional care. Although certain traits are prevalent in most institutional contexts (e.g., collective upbringing, non-familial caretakers), the social atmospheres of institutions exhibit considerable variability. Institutions in Russia, China, Ghana, and Chile are analyzed concerning the factors contributing to children's institutionalization, the social-emotional relationships of resident children, and the distinctive features of each country's institutional care, such as volunteer tourism in Ghana and the changing demographics of institutionalized children in China. Children subjected to prolonged and substantially inadequate institutional care face an elevated risk of subsequent social, emotional, and behavioral challenges. Various intervention strategies have enhanced social-emotional care in institutional environments, yielding beneficial outcomes for the developmental progress of resident children and the skills and well-being of caregivers. It is essential to develop and implement

interventions that are both effective and locally sustainable, as institutions in numerous countries transition from primarily caring for healthy children destined for adoption to accommodating a greater number of children with disabilities who are expected to reside longer-term.

Archana, V. & Ravneet, K. (2018). The research examined depression, externalizing behaviors, and internalizing behaviors among adolescents residing in institutional settings. The study aimed to delineate and examine through parameters in the depression with focus to adolescent boys & girls residing in institutional settings & correlation between depression and both externalizing and internalizing behaviors among these adolescents. This cross-sectional descriptive study was conducted on 150 teenagers residing in institutional homes in Visakhapatnam city. A semi-structured questionnaire was employed to gather socio-demographic information. A patient health questionnaire was employed to assess for depression. The Strengths and Difficulties Questionnaire was employed to assess externalizing and internalizing behaviors. Descriptive statistics and tests of association were employed for the statistical analysis. A P-value of less than 0.05 was considered significant. Clinical depression was identified in 19 (12.7%) of 150 adolescents. Subclinical, mild depression was identified in 19.3% of the study population. Depression was highly correlated with gender and academic achievement. Externalizing and internalizing behaviors exhibited a positive correlation with depression, whereas pro-social activity showed a negative correlation with depression. Depression is highly prevalent among institutionalized teenagers. Adolescents exhibiting externalizing or internalizing behaviors should be specifically assessed for depression.

Rashmi, U. & Sharma, S. (2018). The study conducted a comparative analysis of the emotional development of teenagers from orphanages, single-parent families, and intact families. This study evaluated and compared the emotional development of adolescents from orphanages, single-parent households, and intact homes. The sample comprised 300 respondents aged 14 to 16 years from four selected cities in Punjab: Ludhiana, Jalandhar, Patiala, and Hoshiarpur. One hundred school-aged teenagers were chosen from designated orphanages, while one hundred adolescents were selected from both single-parent households and intact families from government schools. The sample was evenly split between the two genders, with 50 participants from each. We evaluated the emotional maturity of teenagers using an emotional maturity scale. The study indicated that, in general, a greater number of orphans exhibited emotional immaturity. Adolescents residing in intact homes had significantly greater emotional development, social adjustment, and independence, with overall analysis indicating enhanced emotional maturity. To foster the emotional maturity of adolescents, parents and caregivers should strive to be attentive listeners, refrain from making comparisons, impart problem-solving skills, and exemplify appropriate behavior in the presence of teenagers.

Sharma, S. & Upreti, R. (2018). This study evaluated and contrasted the emotional development of adolescents in orphanages, single-parent families, and intact families. The sample consisted of 300 respondents aged 14 to 16 years from four selected cities in Punjab: Ludhiana, Jalandhar, Patiala, and Hoshiarpur. One hundred school-aged teenagers were selected from designated orphanages, and one hundred adolescents were chosen from both single-parent and intact homes within government schools. The sample was evenly split between the genders, with 50 individuals from each. We evaluated the emotional development of teenagers using the Emotional Development Scale. The

study indicated that a greater majority of orphans exhibited emotional immaturity. Adolescents residing in intact homes exhibited much greater emotional development, social adjustment, independence, and total emotional maturity. To foster emotional maturity in adolescents, parents or caregivers should strive to be attentive listeners, refrain from making comparisons, impart problem-solving skills, and exemplify positive behavior.

Prem, S.S. (2018). The research correlates the social adjustment issues of academically successful students. This study looks at the social adjustment problems of good school students by looking at factors like gender, location, language of instruction, and academic performance. It uses a sample of 280 students (140 male and 140 female) from different areas and uses a "t"-test to do its analysis. The data was gathered using the Adjustment Inventory for School Students created by Sinha and Singh (1971). The objective of the study is to analyze the extent of academic performance among school-aged students and their social adaptation. This study aims to determine if there are differences in the social adjustment of school-aged children based on their academic achievement, gender, locality, and medium of instruction. The study concludes that high and low, male and female, as well as Bengali and English-medium academic achievers exhibit significant differences in their social adjustment issues, whereas urban and rural academic achievers show no significant differences in these problems. Nonetheless, the current study can enhance understanding regarding the resolution of social issues among school-aged youngsters and educators.

Mishra, S. (2018). The research focused on emotional control and emotional and behavioral disorders (EBP) in institutionalized adolescents. The emotional regulation mechanisms (cognitive reappraisal and emotional suppression) and emotional and behavioral disorders (EBP) in teens who were in or out of institutions. We selected a total of 220 adolescents for this study, including 110 institutionalized and 110 non-institutionalized adolescents. The data collection instruments employed were a self-reported version of the Emotional Regulation Questionnaire (Gross and John, 2003) and the Strength and Difficulties Questionnaire (Goodman, 1997). An independent t-test indicated substantial variations in emotional control mechanisms employed by institutionalized adolescents. The mean of institutionalized adolescents in emotional repression was much higher than that of their peers. Furthermore, adolescents residing in institutions exhibited greater emotional and behavioral difficulties (EBP) compared to those living with families. We analyze the results based on theoretical evidence and research studies.

Vinnakota, A. & Kaur, R. (2018). a descriptive study that examined behavioral and emotional issues in orphans and other at-risk youngsters residing in institutional settings. The sample comprised 292 orphans and other vulnerable children and adolescents in the institutional facilities of Visakhapatnam City. We obtained the socio-demographic data using a semi-structured questionnaire. We evaluated their behavioral and emotional issues using the Strengths and Difficulties Questionnaire (SDQ) and an impact supplement. In this study, 49 (16.78%) of 292 children and adolescents exhibited behavioral and emotional issues. Variables including age, gender, purpose of residence in the institution, age of admission, and duration of stay were all found to be substantially correlated ($P < 0.05$) with emotional and behavioral issues. We identified conduct difficulties as the most prevalent, followed by peer problems (15.80%), emotional problems (14.70%), hyperactivity (8.60%), and low

pro-social conduct (3.40%). The incidence of emotional and behavioral issues among institutionalized orphans is 16.78%, with oppositional defiant conduct and conduct disorders being the most prevalent, followed by peer and emotional problems. Hyperactivity and diminished pro-social behaviors were less prevalent. Adolescence, male gender, abandonment, and a shorter term of residence in an institutional home heightened the risk of psychological morbidity.

Kumar, S. (2018). The research investigated the emotional intelligence and social adaptation of adolescent students. This study examined the relationship between emotional intelligence and social adaptation in adolescent students. This study seeks to determine the relationship between emotional intelligence and social adjustment in adolescent students, as emotional intelligence includes traits such as self-awareness, social skills, the ability to delay gratification, resilience in adversity, emotional regulation, and empathy. It encompasses the identification, application, comprehension, and regulation of one's own and others' emotional states to address issues and modulate behavior. The current study exclusively involved ninth-grade high school pupils. This study is limited to eight schools located in and around Karaikudi, Tamil Nadu, South India. The research was performed on a random sample of teenage students in the Karaikudi region, Sivaganga District, Tamil Nadu, India. The findings indicated a considerable disparity in social adjustment among teenage pupils; however, no notable variation was observed about the religions of these kids in relation to their social adjustment.

Verma, L. et al. (2018). This research explored the correlation between emotional maturity and adjustment in high school teenagers from joint and nuclear homes. Adolescence is a pivotal stage in a child's development, characterized by several physical and emotional transformations that can significantly influence their psyche and behavior. Emotional maturity refers to the capacity to comprehend and regulate our emotions, facilitating the attainment of our life objectives and aspirations. Conversely, adjustment entails modifying our behaviors, and we need to achieve equilibrium with the environment. Both themes are significant in the life of a teenager. The researchers employed the Adjustment Inventory for School Students (AISS) by Sinha & Singh (2005) and the Emotional Maturity Scale (EMS) by Singh & Bhargava (1999) to assess the adjustment levels and emotional maturity of the sample. The sample population's age ranged from 14 to 18 years. A sample (N=100) was randomly picked from various private and government schools in Patna city. The sample was divided into male (N=50), female (N=50), teenagers from joint families (N=50), and adolescents from nuclear families (N=50), categorized by gender and family type. We employed correlation analysis to ascertain the link among the variables across several dimensions. The findings demonstrated a strong positive correlation between emotional maturity and adjustment ($p<.05$) in high school teenagers. The association was also favorable among male and female teenagers from both joint and nuclear families. Emotional maturity exhibited a negative connection ($p<.05$) with educational adjustment in high school teenagers.

Kumar, M. (2018). This research enumerates the adjustment issues faced by destitute and non-destitute female adolescents. We selected a sample of 120 teenage female pupils from the Moga and Amritsar districts of Punjab state, comprising 60 destitute and 60 non-destitute individuals. This study utilized the adjustment inventory developed by Srivastava and Tiwari. Mean, standard

deviation, standard error of the difference, and t-value were used. The research indicated that non-destitute female adolescents exhibit superior adjustment compared to their destitute counterparts across social, emotional, educational, and overall adjustment domains.

Sherr, L., Roberts, K. J., & Gandhi, N. (2017). Institutions are not inherently conducive environments for children. Amidst problems like HIV, Ebola, poverty, violence, and tragedy, the figures have increased rather than diminished. Several countries have dismantled institutions due to evidence linking cognitive developmental delays with institutional treatment. However, institutional contexts often lack understanding of abuse and violence. Maltreatment, encompassing violence and abuse, may pose a concern. This series of systematic reviews looks at cases of violence and abuse in institutional care, first looking at how common these problems are, then at treatments that try to lessen violence or abuse, and finally at the people who did these things. The conclusive systematic study revises the findings of cognitive delays linked to institutionalized care. From a violent perspective, we can classify cognitive delay as a form of neglect. Maltreatment may contribute to cognitive impairment. The keyword search encompassed multiple electronic databases, and studies were considered for data abstraction provided they satisfied sufficiency criteria. Eight studies were identified regarding the prevalence of abuse in institutions, while an additional three studies reported on interventions. We found only one study that documents peer-to-peer violence within universities. Sixty-six studies were identified that investigate cognitive development in institutionalized youngsters. All except two of them document cognitive impairments linked to institutionalization. Only two studies investigated the prevalence of violence or abuse among institutionalized children. The documentation of abuse experiences among children in institutions is inadequate, and one study indicated a correlation between violence and elevated rates of suicide attempts. Getting people out of institutions seems to be the best way to help them with their cognitive problems. This has benefits and affects some cognitive outcomes, but it's not a universal solution. The sole study that added training and oversight of severe punishment and abuse demonstrated prompt and significant reductions. This evidence indicates that, despite the limited number of research studies, violence and abuse, whether by action or inaction, are frequent in institutions, impact child well-being, and are subject to intervention. Basic training or more intricate frameworks for situating children in supportive alternative settings or preventing institutional placements initially appear to be the primary intervention strategy.

Mishra, S., Khan, M., Sen, A., & Patani, P.C. (2017). The study examined externalizing and internalizing behaviors among institutionalized street youths. This study aimed to investigate the externalizing and internalizing behaviors of street-institutionalized youth. Methodology: For 419 people, the Developmental Psychopathology Checklist and a structured clinical examination (based on the diagnostic criteria of the Diagnostic and Statistical Manual IV-Text Revised) were used to look at their externalizing and internalizing behaviors. The findings reveal that the total prevalence of externalizing and internalizing behaviors was 35.3%, with externalizing behavior at 47.3% and internalizing behavior at 52.7%. In conclusion, externalizing and internalizing behaviors are notably prominent among street children in institutional care. Nonetheless, it is imperative to offer mental health services for these youngsters.

Packiaselvi, P.P. & Malathi, V. (2017). Packiaselvi and Malathi released their book in 2017. A study conducted in the Coimbatore District examined the relationship between students' social adjustment and their academic performance in high school. The major goal of this study is to look at the correlation between students' social adjustment and their academic performance in higher secondary school in the Coimbatore Educational District. The impact of social adjustment on academic achievement is the focus of ongoing research with 148 high school students. Our analysis of the investigation is based on descriptive statistics and differential analysis. Social adjustment and academic achievement mean scores were not significantly different across various demographic variables. These included gender, school location, family type, parental education, occupation, and income. This study could be useful for administrators and teachers in the Coimbatore District if it finds ways to help pupils adjust socially and how it impacts their academic performance.

Mishra, S., Khan, M. & Sen, A. (2016). They investigated emotional and behavioral issues and the influence of individual characteristics on teenagers. This study aimed to investigate the influence of personal characteristics on emotional and behavioral issues in teenagers. The sample comprised 220 teenagers (ages 13–18) from multiple schools in Delhi. As tools for gathering information, self-reported versions of the Inventory of Parent and Peer Attachment, the Emotional Regulation Questionnaire, the Coping Strategies Scale etc. were used. Discriminant analysis was utilized to identify the personal characteristics associated with elevated and diminished emotional and behavioral issues in teenagers. Emotional regulation, coping strategies, and attachment variables were identified as the most significant predictors of reduced emotional and behavioral issues in adolescents. Cognitive avoidance coping methods, such as emotion-focused coping and emotional suppression, are also signs of more severe emotional and behavioral problems.

Amin, M., Srivastava, A., & Patel, P. (2016). The study focuses on the emotional intelligence and adaptability of adolescents. This study aims to assess the degrees of emotional intelligence and adaptability in teenagers. The current study comprised 100 samples, evenly distributed between two groups (boys and girls); additionally, each group was subdivided into two subgroups: high socioeconomic status (HSES) and low socioeconomic status (LSES). Data were gathered using the adjustment inventory that Dr. H.S. Asthana made and standardized and the emotional intelligence scale that Schutte et al. made and standardized. Mean, standard deviation, standard error of the difference, and t-test were utilized for data analysis. A negligible difference was seen between the emotional intelligence scores and adjustment scores of HSES and LSES students.

Safri, T. & Vajpeyi, L. (2016). Humans are inherently sociable beings and cannot exist in solitude. Consequently, it is essential for an individual to acclimate and adapt to their environment, a process that commences at birth. A youngster learns the art of social adjustment mostly through interactions with parents and their surrounding environment. For certain individuals, social adjustment is effortless; for others, it requires time to develop. Parents are crucial in facilitating a child's gradual adaptation to their environment and society. Additional elements also influence an individual's social adjustment.

Kurse, D. K., & Kurse, D. (2015). The study focused on the emotional development of young people. We conducted the present study among the tea tribe in the Kathiatoli region of the Nagaon District in Assam, India. The sample comprised 60 youngsters from the tea tribe, both male and female, aged 9

to 12 years. The study aims to ascertain the differences in emotional development between male & female children of the Tea tribe. The results showed that a lot of teens in the full sample of Roma Paul's (1984) Emotional Maturity Scale were labelled as "extremely unstable," mainly boys.

Talukdar, K. H. (2015). The 320 samples were collected to assess cognitive competency among institutionalized and non-institutionalized children in the Greater Guwahati Area, comprising 160 institutionalized and 160 non-institutionalized children. The study's findings indicate that non-institutionalized children possess superior perceptual competency and cerebral abilities compared to their institutionalized counterparts.

CONCLUSION

The study on emotional maturity and social adjustment of institutionalised children under need care and protection reveals that institutionalisation significantly influences their psychological and social development. While institutions provide safety, basic needs, and structured routines, many children face challenges in attaining higher levels of emotional maturity and effective social adjustment due to lack of parental affection, limited individual attention, and restricted opportunities for self-expression. Emotional instability, dependency, and feelings of insecurity often emerge as barriers to healthy development. At the same time, the presence of supportive caregivers, peer bonding, educational opportunities, and structured activities within institutions play a crucial role in shaping positive behavioural patterns and coping mechanisms. The findings underline the need for strengthening child-care practices within institutions by fostering a nurturing environment, enhancing emotional support systems, and providing counselling services. Ultimately, ensuring emotional maturity and social adjustment among institutionalised children requires a holistic approach—integrating family-like care, psychosocial interventions, life-skill education, and community participation. By addressing these aspects, children under need care and protection can be empowered to grow into emotionally balanced, socially competent, and resilient individuals capable of leading independent and meaningful lives.

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