

SOCIAL MATURITY OF ADOLESCENTS ABOUT THEIR EMOTIONAL MATURITY

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Abstract

The present investigation aimed at finding the social maturity of Adolescents about their emotional maturity in Senior Secondary School. The survey method was adopted in the present study to find out the emotional maturity and social maturity of adolescent boys and girls in Senior Secondary School. The sample of the study consisted of 100 students of XI and XII grades from private schools in the Mohali District. The findings of the study revealed that adolescent boys and girls in private senior secondary schools have a similar level of social maturity. Adolescent boys and girls in private senior secondary schools have similar levels of emotional maturity. There is no significant correlation between social maturity and emotional maturity in senior secondary school.

Keywords: Social Maturity, Emotional Maturity, Adolescence

INTRODUCTION

Social maturity attained in a natural setting or artificial setting is prompted by the efforts of a well-trained teacher working in these institutions. She imparts knowledge about society, its rules, and norms to the students which is helpful for students to solve their social problems. A socially mature teacher becomes self-reliant in the sense that he develops self-direction of effort and learns efficiency to use his time, control his emotions, develops a sense to deal with the different people in society, develop gentle personal relationships, acquire the quality of adjustment, co-operation, sacrifice, independence, etc. He develops the ability to make judgments, and decisions and take proper actions when faced with a problem and critical issues. Thus, more the socially mature the teacher is more will be the more social maturity among students, and the more mature will be society and the nation. Taking these things into consideration the investigator felt a need to know about the social maturity of adolescent boys and girls in private senior secondary schools.

Emotional maturity is the ability to bear tension and it is the ability to develop a high tolerance for disagreeing circumstances. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. He remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence, one gets excited very soon. Adolescents burst into laughter at flimsy things or lose their temper soon but an emotionally mature is free from this idea. As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life's ambitions, etc. go on developing. A mature person is expected to understand a situation without anyone's help and realize his duties and responsibilities himself. He will not act irresponsibly under an emotional stream and waste his time and energy over imaginary problems. But it is undoubtedly related to his success to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance, and emotional stability. **(Bandura, 1986)** An emotionally mature adolescent can make effective adjustments to himself, members of his family, and his peers in

school, society, and culture. Emotions are great motivating forces throughout human life; affecting the aspirations, actions, and thoughts of an individual. Apart from emotions, self-confidence is also considered one of the motivators and regulators of behavior in an individual's everyday life.

ADOLESCENCE

The term ADOLESCENCE is derived from the Latin word adolescence, which means growing towards maturity or adulthood. This is the most crucial period in the life of a human being. Adolescence is the time when the surge of life reaches its highest peak.

It is a biosocial transition period between childhood and adulthood marked by round intensive growth and development in the human system. This time emerges from childhood and merges into adulthood. Adolescence refers to the behavioral characteristics of this period that are influenced by physical, emotional, psychological, cultural, intellectual, and social changes. The suddenness of these changes results in anxiety, frustration, confusion, and unrest among adolescents.

The adolescent's life is or might be, full of hopes. The adolescents are eager to interact with the new experience to examine resources or inner strength and fathom the strength of inner ability. Adolescents try to have the freedom to think and set their own goals and discover means to achieve them. An adolescent lives a lust season that falls between the springtime and the summer of life. It is the time when boys and girls feel the joy and pride of growing up. The adolescent's task is not simply interacting with the external environment or with other individuals but one of his potentialities. He tries to explore his role in the world in which he lives. They are full of enthusiasm and vigor but at the same time, this period is a turbulent period of one's life because this period is the end of one stage and the beginning of another.

According to Jean Piaget (1959) "Adolescence is the age of great ideas as well as the time of simple adaptation to reality."

According to Jersild (1978) "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically".

Review of Literature

Review Related to Social Maturity

Lawrence and Jesudoss (2011) Conducted a study on the relationship between social maturity and academic achievement of higher secondary school students. They found that a significant difference exists between boys and girls students in their social maturity.

Singh's (2012) results reported that Rural and Urban high school students differ significantly in their level of general mental ability and anxiety whereas no significant differences were found between them on the variables of emotional maturity, social maturity, and academic achievement.

Kumar and Ritu (2013) Social Maturity of Sen. Sec. Schools students about their personality. Asia Journal of Multidimensional Research, 2(8), 2278-4853. Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behavior. Personality is comprised of a pattern of feelings, thoughts, and activities that distinguish one person from another. In the present study relationship between social maturity and personality of senior secondary school students is being studied. It was hypothesized that there exists no relationship between social maturity and the personality of senior secondary school

students. There exists no significant difference between social maturity and personality of male and female senior secondary school students.

Anand, A. K.; Kunwar, N.; Kumar, A. (2014). Impact of Different Factors on Social Maturity of Adolescents of Coed-school. The sample consists of 220 students of IXth, Xth, XIth, and XIIth classes selected from the coeducational English medium schools of Kanpur District. Out of which 110 were boys and 110 were girls. The sample was collected by using the multistage random sampling technique. Self- designed socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents. The social maturity of the respondents was assessed by using Rao's social maturity scale developed by Dr. Nalini Rao. Factors affecting the social maturity of adolescents in co-ed schools were affected by family and peer group social maturity whereas co-ed school respondents were affected by personality. The boys and girls were affected by inferiority complex while 50.9% of boys and 40.0% of girls were affected in social maturity by neighborhood and school. Co-ed school adolescents were given recreation as a factor in social maturity.

Review Related to Emotional Maturity

Surekha (2008) conducted a study on the Relationship between students' adjustment and academic achievement. The study revealed that the boys and girls from private schools are well adjusted and academically performed better than the boys and girls from government schools.

Jain, Pasrija & Divya (2015) conducted a study on Emotional maturity and self-concept among senior secondary school students. The findings from this study revealed that a significant difference was found in the emotional maturity and self-concept among students regarding the type of school.

Dutta, Chetia & Soni (2016) found that there are major differences in the emotional maturity of secondary school students in both districts. This study also showed that there is no difference between urban male/female, private school male/female, and private school urban male and female secondary students of both students in emotional maturity.

NEED OF THE STUDY

In today's society, children are more dependent on their parents. According to the research conducted by the Indian Pediatrics Association in 2002 about the social maturity of children, it was found that kids embrace the entrance into the fascinating cultural and social that set them apart from adults. Social maturity has to do with how well people understand the nature of the social world they live within. Social maturity is what enables us to function as healthy adults. Without it, we end up having a difficult time ourselves or causing a lot of difficult times for other people. A high degree of social maturity has something to do with a high degree of social skill.

Adolescence is a period of transition from childhood to adulthood. The adolescent is neither considered a child nor an adult. This is an age of conflict where he wants to lead an independent life but at the same time is dragged back by various prevalent factors. Therefore, this age can be considered no less than a tug of war. Adolescents find difficulty in adjustment at home, in school, and in the community. He begins to feel ashamed and embarrassed for the protection and care

shown by his parents. He is often treated ambiguously by parents and teachers. Sometimes they expect him to behave as an adult and at the other time as a child. Adolescents account for about 1/5th of India's population (Anon, 2004). Recent researches suggest 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. This study has been conducted to evaluate the adjustment in adolescent boys and girls in a senior secondary school of classes XI and XII.

STATEMENT OF THE PROBLEM

SOCIAL MATURITY OF ADOLESCENTS ABOUT THEIR EMOTIONAL MATURITY

OBJECTIVES OF THE STUDY

- To compare the social maturity of adolescent boys and girls in senior secondary school.
- To compare the emotional maturity of adolescent boys and girls in senior secondary school.
- To study the relationship between social maturity and emotional maturity of adolescents in senior secondary school.

HYPOTHESES OF THE STUDY

- There will be no significant difference in the social maturity of adolescent boys and girls in senior secondary school.
- There will be no significant difference in the emotional maturity of adolescent boys and girls in senior secondary school.
- There will be no significant relationship between social maturity and emotional maturity of adolescents in senior secondary school.

DELIMITATIONS OF THE STUDY:

- The study was delimited to a hundred students only.
- The study was delimited to a senior secondary school in the Mohali district.
- Study was limited to XI and XII class students.

DESIGN OF THE STUDY

A descriptive survey method has been employed in the present investigation of the problem. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and to draw valid general conclusions from the facts discovered. It is a survey study because it is concerned with collecting detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and to make more intelligent plans for improving them. Based on the research problem and objectives, the investigator selected a quantitative approach which helps to find out the answer to the research questions from a numerical point of perspective. The present investigation was primarily designed to find the relationship between adjustment and emotional maturity in adolescents among XI and XII class students of a private school.

SAMPLE OF THE STUDY

The primary purpose of the research is to discover principles that have universal applications. But to study the whole population to arrive at the generalization is impracticable; if not impossible. The process of sampling makes it possible to draw valid inferences or generalizations based on careful observation of variables within a relatively small portion of the population.

The sample of the present study consists of 100 students in classes XI and XII of a senior secondary school in the Mohali district. The sample consists of 50 male students and 50 female students.

TOOLS USED

- “Social Maturity “Scale by Dr. R.P Shrivastva (2004)
- “Emotional Maturity Scale”. Singh and Bhargave. (1990), was also used for data collection.

STATISTICAL ANALYSIS

- Descriptive statistics such as mean, and standard deviation were used to study the distribution of the sample.
- T-test was employed to find out the difference between Groups.
- Correlation was employed to find out the relationship between Groups.

RESULT AND DISCUSSION

1. **There will be no significant difference in the social maturity of boys and girls in senior secondary school.**

Table 1

Variable	Gender	No.	Mean	SD	t-ratio	Level of Significance
Social maturity Scale	Boys	50	100.40	12.848	2.018	Significance 0.05 and 0.01 level
	Girls	50	105.46	12.218		

Social maturity

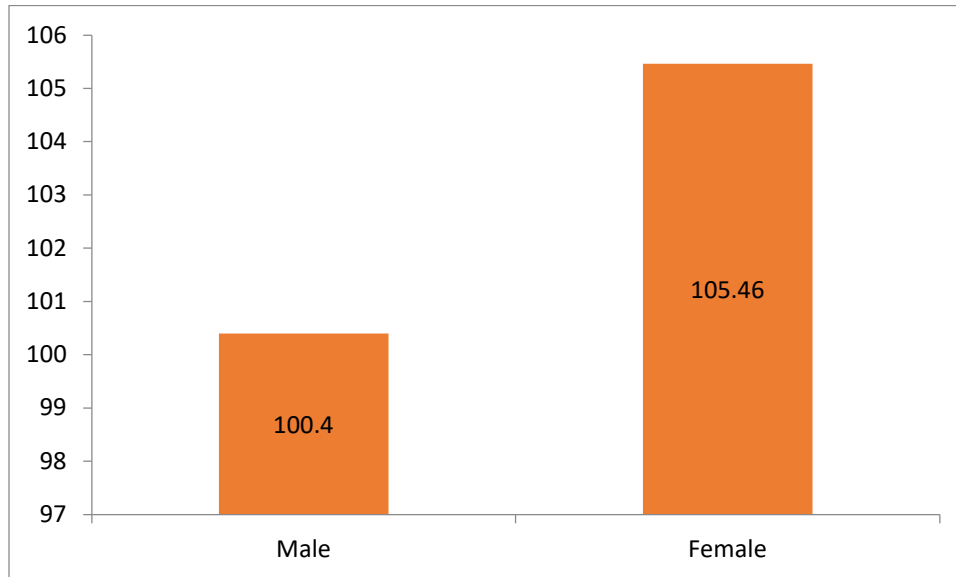


Figure 1

Results and Discussion

Table 1 & fig. 1 show the mean score of social maturity among boys and adolescents is 100.40 and for girls is 105.46. The standard deviation for male adolescents is 12.848 and for females is 12.218. To find the differentials between the two groups, t- a value was calculated. The t-value came out to be 2.018 which was significant at 0.01 and 0.05 levels. It was found that there is a significant difference between boys and girls adolescents. So based on the above discussion of results, it can be concluded that the mean score of girls adolescents is higher than the boy adolescents. The higher score of mean girls adolescents shows that they have a senior secondary school of social maturity than the boys.

2. **There will be no significant difference in the emotional maturity of adolescent boys and girls in senior secondary school.**

TABLE 2

Mean Differential in Emotional Maturity of Adolescent Boys and Girls

S. No.	Group	N	Mean	S.D.	t-value	Remark
1.	Boys	50	123.58	27.4	0.875	Not Significant
2.	Girls	50	118.52	30.4		

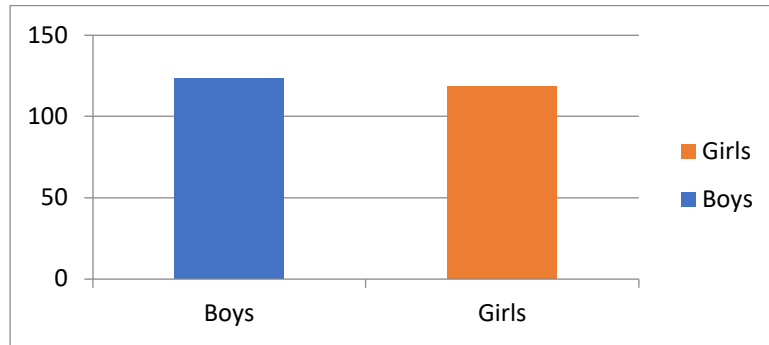


FIGURE 2 Mean Score in Emotional Maturity of Adolescent Boys and Girls.

DISCUSSION OF RESULT

It is found from Table 2 and Figure 2 that the mean scores of both boys and girls in a senior secondary school are 123.58 and 118.52 respectively. When the t-test was applied to compare the mean scores of both groups, it was found that the calculated t- value ($=0.875$) is less than the table value of 1.97 at a 0.05% level of significance. This means that the mean difference is not significant. This further means that adolescent boys and girls of senior secondary school students have similar levels of emotional maturity.

3. There will be no significant correlation between social maturity and emotional maturity of adolescent boys and girls.

TABLE 3

Correlation between Social maturity and Emotional maturity

Variables	R	Remarks
Social maturity	0.201	Not Significant.
Emotional Maturity		

DISCUSSION OF RESULT

The correlation between social maturity and emotional maturity according to Table 3 comes out to be 0.201, which is neither significant at 0.01 level nor significant at 0.05 level of significance. There is no significant correlation between social maturity and the emotional maturity of adolescents.

EDUCATION IMPLICATIONS

Nowadays society, educational institutions, schools, colleges, the family are so complex that students are facing problems in their daily life with their emotional maturity and anxiety, It is the responsibility of the researchers, teachers, and parents that the problems should be identified very soon and immediate remedial measures should be provided to the students for the betterment of their lives.

- The students who deviate from ethical and moral values lack maturity and become socially unstable, so it becomes the duty of the teachers to provide them with a conducive environment at school so that they can become socially mature.
- The curriculum should be planned and transacted in such a way that it fulfills the psychological and social needs of the student. Evaluation should be flexible. Numerical marking should be avoided and grades should be given to the students.
- Accept the students' differences and provide a classroom environment where the children feel free to express themselves. Develop in the youngest a sense of self-respect and self-esteem by compliments for work well done.
- Facilities such as sports, library, debate, and excursions may help the students in their adjustment. The climate in the classrooms should be affectionate and cooperative.
- A teacher plays an important role in developing the personality of a child. He can influence them through his behavior, thoughts, and actions and also enable them to solve their problems which leads to lesser anxiety and better health.
- Parents should healthily treat their children. Children should be provided with such an environment that leads to the maximum development of positive emotions and minimum development of negative emotions.

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