

# **SOCIAL MATURITY AMONG ADOLESCENTS IN RELATION TO THEIR PARENTAL INVOLVEMENT**

**DR. SARVJEET KAUR BRAR**

**GHG HARPARKASH COLLEGE OF EDUCATION, SIDHWAN KHURD, LUDHIANA.**

**[SARVJEETBRAR@YAHOO.COM](mailto:SARVJEETBRAR@YAHOO.COM) 8427333488**

## **Abstract**

This paper explores the relationship between the social maturity and parental involvement among the adolescents. The descriptive survey research design and 'Multi Stage Random Sampling' method (Bryman, A., 2004) used to draw 200 respondents as sample from Ludhiana District of Panjab State of India. Social maturity scale by Dr. Nalini Rao (1986) and Parental Involvement Scale by Sangeeta Trama (1998) were used. No significant difference was found in Social maturity of adolescents with respect to gender, whereas a significant difference was found with respect to locale. The results revealed significant relationship between social maturity of adolescents and their parental involvement.

**Keywords:** Social maturity, Adolescent College Students, parental involvement.

## **1.0 Introduction**

Adolescence is that phase of life which is greatly changed by the onset of puberty, emergence of more advanced cognitive abilities and the transition into new roles in society (Hill, 1983). There are also major sociological changes associated with the peer group transitions and with changes in the roles adolescents are expected to play by family and society. Finally, there are major psychological changes linked to increasing social, cognitive and emotional maturity. The quality of parent - child relationship is often associated with the quality of children's behaviour. Parenting style, family climate, education, moral values and discipline are important factors in building a healthy and prosperous personality of adolescents. This means that parental involvement contributes in mental health, physical health and psychological health of adolescents. Level of parental involvement in the effort to build social maturity either positively or negatively affect the personal and social skills of adolescents. Parental Involvements have a major impact on the development of children's personality and social maturity. Baumrind, Diana (1991), through extensive research findings concluded that parents use certain techniques to rear their children. These include authoritative, neglectful and indulgent techniques either in pure form or in combination. The use of these techniques influences the adolescent's self-concept, self-esteem, personality, mental health and the way he relates to his intrapersonal and interpersonal relationships. The effective resolution of this stage leads to improved familial relationships, acquisitions of healthy coping styles, mental health and adequate social maturity.

Several studies have found that a strong predictor of positive development of personality during adolescents is the adolescents 'sense that they are connected to other persons, their community, and the society (Gottfredson and Hirschi, 1994; Hirschi, 1969; Sampson and Laub, 1994). Adolescents who have a high sense of connectedness to their parents, particularly their mother, tend to be less likely than other youth to engage in antisocial behaviour. (Hirschi, 1969). Several studies have found that a strong predictor of positive development of personality during adolescents is the adolescents 'sense that they are connected to other persons, their community, and the society (Gottfredson and Hirschi, 1994; Hirschi, 1969; Sampson and Laub, 1994). Adolescents who have a high sense of connectedness to their parents, particularly their mother, tend to be less likely than other youth to engage in antisocial behaviour. (Hirschi, 1969).

### **1.1 Social Maturity**

Social maturity incorporates attainment in several realms, including independent functioning, effective interpersonal relationships, interactions and responsibility i.e. contributes to the welfare of the society (Greenberg, Josselson, Knerr and Knerr, 1995). Social maturity entails a well-developed awareness, profound and clear understanding of the social custom and appreciation of values of social cautions, manners and patterns of the rules that govern social behaviour of the right of others and of personal duties as an adherent of a social group. Social maturity also infers that the individual develops a pattern of behaviour, habits, attitudes, manners and skills which will help him to fit into the group living and contributes to the well-being of the group (T. Kalyanidevi and N. Chaitanyprathima, 2008). Social maturity is also related with how well people understand the nature of the society they live in. It denotes the individuals' general nature of adaptive functioning and social and emotional competence (Galambos and Costigan, 2003). Social maturity encompasses learning to properly acquaintances with family, friends, neighbours and intimate relationships. It involves understanding of how to respect and care those in authority (Hira, 2013).

### **1.2 Parental Involvement**

Family is the first social agency of the child to teach effective social skills and enable one to deal effectively and with understanding in social situations. One must be conscious of the interest of others, appreciative of their goals and supportive of their feelings of personal worth. Social Maturity is needed for the socialization of the individual, decline egocentricity, to develop self confidence, to develop social and human values, productivity and to develop social feelings.

Parental Involvement is defined as a positive interaction between a parent and their child. Parental Involvement generally refers to parents' investment of resources in children's schooling. This Involvement can take place inside and outside of school, with the intention of improving student's learning. Parental Involvement at home can be in the form of activities such as discussions about school, helping in homework and reading work with children. Involvement at school may include parents volunteering in the class room, attending workshops, or attending school plays and sporting events. They also include school based involvement, focused on such activities as driving on a field trip, staffing a concession booth at school games, coming to school for scheduled conferences or informal conversations, volunteering at school, serving on a parent-teacher advisory board (Hoover, 1995).

### **2.0 Review of Literature**

Shitole (2014) studied a relationship between Parental Involvement and social maturity among adolescents of Kolhapur city of Maharashtra and it was found that mother's perceived parenting style was significantly different in the case of boys and girls of urban areas. Dhillon and Kanwar (2015) studied relationship between perceived parental involvements with internalizing problems among adolescents. Sample of 200 adolescents from the age group 13-15 years was taken and incidental sampling technique was applied. The correlation coefficients suggested significant negative relationships between perceived parental involvement and internalizing problems among adolescents. Zahiri and Honarparvaran (2016) studied the relationship between parenting styles and social maturity of students. A sample of 250 students was selected by using multistage cluster sampling. The results showed a significant positive relationship between parental involvement and social maturity of adolescent girls.

Rai, Pandey and Kumar (2009) studied perceived parental rearing styles and personality among adolescents of Khasi with respect to gender. The result revealed significant differences in perceived parenting styles with respect to gender. Bordhan (2015) studied impact of social maturity in academic achievement of the students of high school. A sample of 400 students (200 boys and 200 girls) was taken. The results reported highest contribution of Social maturity in the academic achievement of students of high school. No significant difference was found in social maturity of boys and girls as well as students of rural and urban areas.

### **3.0 Need & Significance of the Study**

Social maturity is the ability to function in an aptly responsible way. It is the ability to tolerate and adjust to frustration and stress while attaining tolerant outlook and balanced philosophy of life that enables to adjust with physical as well as psychological needs. As adolescence is the age to express mature social behaviour, for which social maturity is an essential aspect for the individual. Parent children relationships undergoes transitions during adolescence which demands more time, involvement and understanding. Parents play a significant role in supporting adolescents in developing emotional and social maturity.

In today's society, adolescents are more dependent on their parents. The parental involvement has paramount importance in the development of an individual. Parent children relationship is one of the long-lasting socio-emotional bindings human beings establish. Socially mature adolescent deal sensibly by behaving skilled into a situation. A socially matured person is found in harmony with society and in personal relationships. Hence, it necessitate to a large extent that adolescents to be emotionally and socially mature. It brings social maturity with numerous aspects of parental involvement in development of social capabilities as communication, self-direction, occupational activities, self-efficacy and also social participation. By this study, a researcher wants to explore relationship between social maturity of adolescents and their parental involvement.

### **4.0 Statement of the Problem**

The problem under study is formally stated as

“Social maturity among adolescents in relation to their parental involvement”.

### **5.0 Methodology**

#### **5.1 Design of the Study**

The descriptive survey method was employed in the present study. The study was conducted on adolescent students of Ludhiana district in Punjab State of India

#### **5.2 Tools Used**

- i. Parental Involvement Scale by Sangeeta Trama (1998)
- ii. Social Maturity Scale by Dr. Nalini Rao (1986)

#### **5.3 Statistical Techniques Used**

Descriptive statistics like, means, standard deviation, t- test and coefficient of correlation were calculated to draw meaningful inferences in this study.

**5.4 Sample** The sample comprised of 200 adolescent students (100 boys and 100 girls) studying in higher secondary schools situated in rural and urban areas of Ludhiana district of the Punjab State of India.

### **6.0 Objectives**

The objectives of the study were-

- i. To compare the Social Maturity of male and female adolescent students.
- ii. To compare the Social Maturity of rural and urban adolescent students.
- iii. To compare the Parental Involvement with respect to locale (rural and urban).
- iv. To study the relationship between the Social Maturity and Parental Involvement of the adolescent students.

### **7.0 Hypotheses**

- i. There is no significant difference in the Social Maturity of male and female adolescent students.
- ii. There is no significant difference in the Social Maturity of rural and urban adolescent students.
- iii. There is no significant difference in the Parental Involvement of rural and urban adolescent students.
- iv. There is no significant relationship between the Social Maturity and Parental Involvement of adolescent students.

**8.0 Analysis and Interpretation**

**Comparison of the Social Maturity of male and female adolescents:**

To compare the **Social Maturity** of male and female adolescents the researcher formulated the hypothesis as“there is no significant difference in the **Social Maturity** of male and female adolescent students” and tested the hypothesis.

**Table-1:Significance of difference in the Social Maturity of male and female adolescents**

Group	N	Mean	S.D.	t- value	Inference
Male adolescents	100	104.5	13.24	2.54	Significant at 0.05 level
Female adolescents	100	106.7	11.78		

Table-1 shows that

The t- value is 2.54 which is significant at 0.05 level of confidence. Thus, the null hypothesis is rejected and it is concluded that there is significant difference in the **Social Maturity** of the male and female adolescent students.

**Comparison of the Social Maturity of rural and urban adolescent student:**

To compare the **Social Maturity** of rural and urban adolescents the researcher formulated the hypothesis as“there is no significant difference in the **Social Maturity** of rural and urban adolescent students” and tested the hypothesis.

**Table-2: Significance of difference in the Social Maturity of rural and urban adolescent students**

Group	N	Mean	S.D.	t-value	Inference
Rural adolescents	100	105.2	13.48	.693	Not Significant
Urban adolescents	100	106.3	14.49		

Table-2 shows that

The t- value is .693 which is not significant at 0.05 level of confidence. Thus, the null hypothesis is accepted and it is concluded that there is no significant difference in the **Social Maturity** of rural and urban adolescent students.

**Comparison of the Parental Involvement of rural and urban adolescent students:**

To compare the Parental Involvement of rural and urban adolescents the researchers formulated the hypothesis as“there is no significant difference in the Parental Involvement of rural and urban adolescent students” and tested the hypothesis.

**Table- 3: Significance of difference in the Parental Involvement of rural and urban adolescent students**

Group	N	Mean	S.D.	t-value	Inference
Rural adolescents	100	105.6	14.36	.1486	Not significant at 0.01 level.
Urban Adolescents	100	105.2	12.71		

Table-3 shows that

The t-value is .1486 which is not significant at 0.01 level of confidence. Thus, the null hypothesis is accepted and it is concluded that there is no significant difference in the Parental Involvement of rural and urban adolescent students.

**Relationship between the Social Maturity and Parental involvement of the adolescent students:**

To study the relationship between the **Social Maturity and Parental involvement** of adolescent students the researcher formulated the hypothesis as ‘There is no significant relationship between the **Social Maturity and Parental involvement** of adolescents’ and tested the hypothesis.

**Table-4: Coefficient of correlation between the Social Maturity and Parental involvement of the adolescent students**

Variable	N	Coefficient of Correlation	Inference
<b>Social Maturity</b>	200	0.650	Significant at 0.01 level
<b>Parental involvement</b>	200		

Table-4 shows that

The value of correlation between the **Social Maturity and Parental involvement** of the adolescent students is 0.650 which is significant at 0.01 level of confidence so, the null hypothesis that ‘There is no significant relationship between the **Social Maturity and Parental involvement** of the adolescent students’ is rejected so it can be stated that Social Maturity is significantly and positively related with the Parental Involvement of the adolescent students.

**9.0 Findings and Discussion:**

- i. There was significant difference in the **Social Maturity** of the male and female adolescent students.
- ii. There was no significant difference in the **Social Maturity** of rural and urban adolescent students.
- iii. There was no significant difference in the **Parental involvement** of rural and urban adolescent students.
- iv. **Social Maturity and Parental involvement** of adolescents were significantly and positively related with each other.

The results showed significant difference in Social Maturity of adolescents with respect to gender. Results are accordance with the studies conducted by Ritu Singh, et al., (2014), which shows gender differences in socialization process of both sexes.

The results showed significant and positive relationship between Social Maturity and Parental involvement. This significant relationship determined that the Parental involvement will positively change the Social Maturity levels of adolescents. Results indicated that the Parental involvement had a positive and significant effect on students’ skills of adjustment. The results were in accordance with the studies of Baumrind (1971), Maccoby & Martin, (1983); Lefebvre (1999); Papalia, Olds, and Feldman (2002); Pomerantz, Grolinck, and Price,(2005); Heer (2008), Jeynes (2007); Vacek, Coyle, and Vera( 2010), Eryilmaz (2011), Hosogi, Okada, Fuji, Noguchi, and Watanabe( 2012), and Driscoll Hamida( 2013) on the impact of parental involvement on the social maturity among adolescents. The results of the above mentioned studies have parental involvement effects on the self-concept, self-esteem, self-confidence, communication ability, ability to empathize, increasing academic achievement, creating positive interpersonal relationships, self-control, making adjustments, responsibilities, social skills and those things related to social maturity of adolescents.

**10.0 Conclusion and Implications:**

The findings of the study have serious educational and social implications. The key objective of the present study was to enlighten how Parental Involvement is related with various aspects of Social Maturity (communication, Interpersonal relationships, self-control, adjustments, responsibility,

social skills) of adolescents. The results revealed significant differences in social maturity of adolescents with respect to their gender. Therefore, adolescents of both sexes should be given equal opportunities and freedom to perform their duties in the society and nation without gender biasness. The results disclosed the significant and positive relationship between Parental Involvement and Social Maturity of adolescents.

### 11.0 Recommendations

Social maturity is tendency to understand and cope with social relationships. The level of social maturity determines our ability to manage with complex situations. Adolescence is a transitional phase from childhood to adulthood; characterized by physiological, psychological, and socio emotional changes. Healthy changes could only be realised if parents rear their children by adopting right parenting styles. This study highly recommend the role of parental involvement in development of emotional and social maturity among adolescents. Socially and emotionally mature adolescents can contribute a lot in development of healthy society and nation.

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Ritu Singh<sup>1</sup> , Kusha Pant and Laitonjam Valentina Department of Human Development and Family Studies, College of Home Science, G.B.P.U. A. and T, Pantnagar 263 145, Distt. U.S. Nagar, Uttarakhand, India.

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