



A STUDY OF SOCIAL MATURITY, SELF-CONTROL AND ADJUSTMENT OF HIGHER SCHOOL STUDENTS

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Abstract: The present research was aimed at investigating the role of self-control and adjustment of adolescences. In the present study relationship between self-control and adjustment higher secondary school students is being studies. It was hypothesized that there exists no relationship between self-control and adjustment of Gujarati & English medium higher secondary school students. There exists no significant difference between self-control and adjustment of Arts and Science stream higher secondary school students. There exists no significant difference between self-control and adjustment of male and female higher secondary school students. The study was conducted over a sample of 400 (200 Gujarati and 200 English medium) high school students studying in XI & XII class in 7 different schools (100 Arts and 100 Science stream, 50 boys & 50 girls) from Kbeda district, Gujarat. As a tool of data collection Self-control scale [SCS] by A.K.Singh & A. Sen Gupta [1996], Gujarati version made by Dr. Yogesh A. Jogsan and Bell Adjustment Inventory [BAI] translated by Dr. R.K.Oza [1968] were selected. [2x2x2] three way ANOVA factorial deign was used for analyzing the data. Findings of the study show that there is a positive relationship between Self-control and adjustment of boys and girls of adolescences.

1.1 Introduction

Maturity is the ability to respond to the environment in an appropriate manner. This response is generally learned rather than instinctive, and is not determined by one's age. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act appropriately, according to the circumstances and the culture of the society one lives in. Adult development and maturity theories include the purpose in life concept, in which maturity emphasizes a clear comprehension of life's purpose, directedness, and intentionality which, contributes to the feeling that life is meaningful.

The status of maturity is distinguished by the shift away from reliance on guardianship and the oversight of an adult in decision-making acts. Maturity has different definitions across legal, social, sexual, emotional, and intellectual contexts. The age or qualities assigned for each of these contexts are tied to culturally-significant indicators of independence that often vary as a result of religious or social sentiments. The concept of psychological maturity has implications across both legal and social contexts, while a combination of political activism

and scientific evidence continue to reshape and qualify its definition. Even so, both principles of maturity and immaturity share a long history in human evolution and have far-reaching implications for the timing and duration of sexual and physical development.

Jerome Bruner proposed the purpose of the period of immaturity as being a time for experimental play without serious consequences, where a young animal can spend a great deal of time observing the actions of skilled others in coordination with oversight by and activity with its mother.

In general, the **adjustment** process involves four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or non-fulfillment of this need, (3) varied activity, or exploratory behavior accompanied by problem solving, and (4) some response that removes or at least reduces the initiating stimulus and completes the adjustment.

Social and cultural adjustments are similar to physiological adjustments. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met

through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. Ongoing difficulties in social and cultural adjustment may be accompanied by anxiety or depression.

Self-control is the ability to control one's emotions, behavior, and desires in order to obtain some reward, or avoid some punishment. Presumably, some (smaller) reward or punishment is operating in the short term which precludes, or reduces, the later reward or punishment. In psychology it is sometimes called self-regulation. Exerting self-control through the executive functions in decision making is held in some theories to deplete one's ability to do so in the future.

Reviews concluded that self-control is correlated with various positive life outcomes, such as happiness, adjustment and various positive psychological factors. Self-control was also negatively correlated with sociotropy which in turn is correlated with depression.

1.2 Justification of the Study

The coming time would show whether the origin of earth is a curse or blessing to mankind. But man has created a large community on the whole earth. It is called society by learner persons. The man is brought up and developed in this society. Social problems have come up in large proportion in this society. Social problems means the interaction between individual – individual, adjustment, self-control which contains the peculiarities of behavior and his ways of thinking until the scientific research of social problems is not carried out. Definite social rules cannot be framed or the solution of social problem is not found. There the research is carried out by scientific methods, and so for the solution of various social problems. Social maturity also depends on self-control and adjustment.

1.3 Research Method:

Problem:

“A study of Social maturity, Self-control and Adjustment of Higher secondary school students.”

1.4 Objectives of the Study

Following objectives will be clarified with reference to the problem:

1. To study the level of Gujarati and English medium students in respect of social maturity, self-control and adjustment.
2. To study the level of Science and Arts students in respect of social maturity, self-control and adjustment.
3. To measure the effect of social maturity, self-control and adjustment on boys and girls.
4. To study whether there is any differential impact of social maturity, self-control and adjustment between Gujarati & English medium and Science and Arts students.
5. To study whether there is any differential impact of social maturity, self-control and adjustment between Gujarati & English medium and boys & girls.
6. To study whether there is any differential impact of social maturity, self-control and adjustment between Science and Arts students and boys & girls.
7. To study the level of Gujarati & English medium Science and Arts stream boys & girls in respect of social maturity, self-control and adjustment.

1.5 Hypothesis

Following null hypothesis will verified in the present study:

- 1) There will be no significant difference between Gujarati and English Medium students in relation of social maturity.
- 2) There will be no significant difference between science and arts stream in relation of social maturity.
- 3) There will be no significant difference between boys and girls in respect of social maturity.
- 4) There will be no significant difference between Gujarati and English medium and science and arts stream in relation of social maturity.

- 5) There will be no significant difference between Gujarati & English medium and boys & girls in relation of social maturity.
- 6) There will be no significant difference between science and arts stream and boys and girls in relation of social maturity.
- 7) There will be no significant difference between Gujarati and English medium, science and arts stream and boys and girls in relation of social maturity.
- 8) There will be no significant difference between Gujarati and English Medium students in relation of Self-control.
- 9) There will be no significant difference between science and arts stream in relation of Self-control.
- 10) There will be no significant difference between boys and girls in respect of Self-control.
- 11) There will be no significant difference between Gujarati and English medium and science and arts stream in relation of Self-control.
- 12) There will be no significant difference between Gujarati and English medium and boys and girls in relation of Self-control.
- 13) There will be no significant difference between science and arts stream and boys and girls in relation of Self-control.
- 14) There will be no significant difference between Gujarati and English medium, science and arts stream and boys and girls in relation of Self-control.
- 15) There will be no significant difference between Gujarati and English Medium students in relation of adjustment.
- 16) There will be no significant difference between science and arts stream in relation of adjustment.
- 17) There will be no significant difference between boys and girls in respect of adjustment.
- 18) There will be no significant difference between Gujarati and English medium and science and arts stream in relation of adjustment.
- 19) There will be no significant difference between Gujarati and English medium and science and arts stream in relation of adjustment.
- 20) There will be no significant difference between science and arts stream and boys and girls in relation of adjustment.
- 21) There will be no significant difference between Gujarati and English medium, science and arts stream and boys and girls in relation of adjustment.

1.6 Variables

1. Independent variables

On the basis of above definition following independent variables will include in this study.

1. Medium of Education: A
 - A₁ - Gujarati medium
 - A₂ - English medium
2. Stream: B
 - B₁ - Science
 - B₂ - Arts
3. Gender: C
 - C₁ - Boys
 - C₂ - Girls

2. Dependent variables

In this study there will 3 dependent variables with dimensions.

1. Social Maturity scale
2. Self-control scale
3. Bell Adjustment Inventory

1.7 Experimental Design

The data are subjected to higher order statistical technique using a 2x2x2 balanced factorial design. The Three independent variables namely medium, stream and gender are used. Each are varied at two levels and main as well as interaction effects are examined.

		A			
		A1		A2	
		B1	B2	B1	B2
C	C1	50	50	50	50
	C2	50	50	50	50

N= 400

1.8 Sample

In the present research, the researcher will be selector 500 units by simple random technique. Finally 400 subjects will be selected for this study, subtracting the subjects with incomplete information.

In it 200 Gujarati & 200 English medium students will be selected. In every group 100 will be selected from Science stream and 100 from Arts stream. In this group of 100, fifty will be boys and fifty will be girls the table of sample selection is given as under.

		Medium of Education			
		Gujarati medium		English medium	
		Science	Arts	Science	Arts
Gender	Boys	50	50	50	50
	Girls	50	50	50	50

N= 400

In the present study Gujarati and English medium Science & Arts stream boys and girls will be selected from various higher secondary schools of Kheda district.

1.9 Tools

1. Social Maturity scale by Nalini Rao

Dimensions:

- Personal Adequacy by work orientation
- Self-Direction
- Ability to take Stress
- Interpersonal Adequacy by Communication
- Enlightened Trust
- Cooperation
- Social Adequacy by Social Commitment
- Social Tolerance
- Openness to Change

2. Self-control scale by A.K.Singh & A. Sengupta

Dimensions:

- Self-Regulation
- Freedom from impulsivity
- Freedom from self-centeredness

3. Bell Adjustment Inventory

1.10 Procedure

In the present research, the researcher will be selector 500 units by simple random technique. Finally 400 subjects will be selected for this study, subtracting the subjects with incomplete information. In it 200 Gujarati & 200 English medium students will be selected. In every group 100 will be selected from Science stream and 100 from Arts stream In this group of 100, fifty boys and fifty girls will be taken up for data collection.

1.11 Statistical Treatment of Data

Following statistical techniques will be used for analyzing the data.

Stage 1: Mean and standard Deviation

Stage 2: Three way ANOVA {2x2x2}

1.12 Conclusions:

1. There is significant difference between Gujarati & English medium with the dimensions of work orientation, ability to take stress, social commitment and social tolerance in respect of social maturity
2. There is significant difference between Science & Arts stream with the dimension of self-direction, ability to take stress, communication, social commitment and social tolerance in respect of social maturity.
3. There is significant difference between boys & girls with the dimensions of work orientation, communication, cooperation and social commitment in respect of social maturity.
4. There is no significant difference between Gujarati & English medium and Science & Arts stream excluding the dimensions of ability to take stress, cooperation and social tolerance in respect of social maturity.
5. There is significant difference between Gujarati & English medium and boys & girls with the dimensions of work orientation, ability to take stress, communication, social commitment and social tolerance in respect of social maturity.
6. There is no significant difference between Science & Arts stream and boys & girls excluding the dimensions of self-direction,

social commitment and social tolerance in respect of social maturity.

7. There is no significant difference between Gujarati & English medium, Science and Arts stream boys & girls excluding the dimensions of communication, social commitment and social tolerance in respect of social maturity.
8. There is significant difference between Gujarati & English medium with the total level of social maturity in respect of social maturity.
9. There is significant difference between boys & girls with the total level of social maturity in respect of social maturity.
10. There is no significant difference between all main & interaction effects with the dimensions of enlightened trust and openness to change in respect of social maturity.
11. There is no significant difference between Gujarati & English medium with the all dimension in respect of self-control.
12. There is significant difference between Science & Arts stream with the dimension of freedom for impulsivity, freedom for self-centeredness and total level of self-control in respect of self-control.
13. There is significant difference between boys & girls with the dimensions of freedom for impulsivity and total level of self-control in respect of self-control.
14. There is significant difference between Gujarati & English medium and Science & Arts stream with the dimensions of self-regulation in respect of self-control.
15. There is no significant difference between Gujarati & English medium and boys & girls with the all dimensions in respect of self-control.
16. There is significant difference between Science & Arts stream and boys & girls with the dimensions of freedom for impulsivity, freedom for self-centeredness and total level of self-control in the respect of self-control.
17. There is significant difference between Gujarati & English medium, Science and Arts stream boys & girls with the dimensions of self-regulation in respect of self-control.
18. There is no significant difference between Gujarati & English medium in respect of adjustment.
19. There is no significant difference between Science & Arts stream in respect of adjustment.
20. There is significant difference between boys & girls in respect of adjustment.
21. There is no significant difference between Gujarati & English medium and Science & Arts stream in respect of adjustment.
22. There is no significant difference between Gujarati & English medium and boys & girls in respect of adjustment.
23. There is significant difference between Science & Arts stream and boys & girls in respect of adjustment.
24. There is no significant difference between Gujarati & English medium, Science and Arts stream boys & girls in respect of adjustment.
25. There is a positive relationship between social maturity, Self-control and adjustment of boys and girls of higher secondary school students.

1.12 Reference:

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