

INFLUENCE OF PSYCHOSOCIAL MATURITY ON SOCIO-PERSONAL ADJUSTMENT AMONG ADOLESCENTS IN KERALA

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Abstract: Youth is our future generation. For many of young people this period is a season of despair, disillusionment and alienation. Today youth have to face unemployment, drug and alcohol use, sexual disease, suicide and gang warfare. During adolescence young people get ready to establish themselves as independent beings. But they need care and guidance from teachers and parents. Globalization and modernization are creating new challenges in the form of frequently changing technology, lifestyle, and culture. Society is becoming more diverse making room for effective interpersonal relationships; economic growth and stabilization are posing new challenges and hazards so that one requires coping with stress and emotions as well as problem solving and decision making abilities. As psycho social maturity has effect in these era so as the role of socio-personnel adjustment among Adolescent. This paper try to analyse the relationship between the two variables.

Keywords: Psycho social maturity, Adolescent development, socio-personal adjustment.

1. INTRODUCTION:

Education can be considered as a system of instruction established to impart knowledge, develop skills and inculcate values in individuals especially in young people through varied practices. The basic aims and objectives of education include acquisition of knowledge, behavior, modification, preservation, transmission and transformation of culture, vocational training for livelihood and self-realization. Education is the tool which helps in the process of socialization of individuals. Hence education is an inevitable aspect of the life of a person in the modern world. Education makes an individual vocationally self-dependent, intellectually mature, socially efficient, culturally refined, morally virtuous and spiritually advanced. Responsibility for the socialization of children and for teaching academic skills have been located in two separate institutions. They are school and family. Family has been regarded as the central agent controlling the child's personal and social growth. Keeping pace with the demand for modern education has led to the greater participation of family in the education of children. Moreover in our society adolescents have to face many conflicts day by day. Conflict must escalate and lead to non-productive results. So there is a need to resolve effectively these conflicts in a fruitful way. But in another sense, these conflicts may sometimes lead to better results and a final solution to problem. Conflict triggers strong emotions and lead to hurt feelings, disappointment and discomfort. When it is handled in a healthy manner it increases our understanding of one another, builds trust and strengthens our relationship bonds. There are lots of problems such as peer pressure, substance abuse, sexual harassment etc increasing day by day on adolescents that we can see in newspapers every day. This can be removed by the development of psychosocial maturity.

2. THEORETICAL OVERVIEW :

Psychosocial maturity

The concept of Psychosocial maturity capture to form effective social relationships and to invest in the survival of society . Psychosocial maturity includes two main components of development; autonomy and social responsibility. Both aspects should be encouraged during youth in order to become an adult with the ability to achieve personal objectives and the goals of society.

Psychosocial maturity includes acquisitions in several areas of development that are consistent with the three dimensions of maturity. These acquisitions include

- The ability to function independently (individual adequacy).
- The ability to communicate and interact with others (interpersonal adequacy)
- The ability of social responsibility and the formation and maintenance of effective social relationships.(social adequacy).

Thus psychosocial maturity includes individual adequacy, interpersonal adequacy and social adequacy.

SOCIO –PERSONAL ADJUSTMENT.

It is necessary to know that some people adjust to their environment successfully; many others cannot. It means that there are some factors that help in satisfactory adjustment and the other factors that hinder the satisfactory

adjustment. In order to understand that, it is essential to examine some of the theories of models of adjustment. β Psychodynamic theory one of the modern pioneers in the study of human adjustment, and probably the most influential of any time was Sigmund Freud. Not surprisingly in light of the commonly held opinion of humans as basically evil, Freud took the view that people are governed by instinctive of biologically based forces of negative kind. In fact it might be considered that one of Freud's important contributions to the advancement of knowledge of human nature was his adaptation of the theologically based notion of human as evil for the psychologically based notion of "bad motives" from his work with emotionally disturbed individuals. Freud developed his psychoanalytic theory in which the basic "driving forces" are biologically based, undifferentiated sexual and aggressive energies or drives. These drives, which are the core of traditional psychoanalytic theory, are the "bad motives". In the process of socialization (which is 17 in some ways analogous to the theological concept of redemption), one learns socially acceptable ways to discharge these biological energies. In addition Freud's theory holds that a portion of the energy comes to be controlled by the ego, that aspect of personality which is conceptualized as being responsible for one's rational and mature development. Freud's conceptualization of human adjustment shows the legacy of other scholarly work from earlier day's particularly Newtonian physics. Freud also tried for some time to develop the notion of a life drive (Eros) with an opposing death drive (Thanatos) although these concepts did not play an important role in his theory of adjective behaviour. β Modern Psychodynamic theory of Adjustment Freud's theories were not well received at the time he proposed them but they have gained wide acceptance in more recent years.

The elements of Social Adjustment is given below.

- **Social Norms**

Social Standards means the ability to identify and understand rules, standards and norms accepted by the society. This ability makes a person effectively deal with social norms and become a socially accepted person. E.g., I am well-mannered even to those whom I don't like much.

- **Social skills**

Social Skills are directly or indirectly taught by peer groups or society. Social Skill means the skill that an individual needs in addition to knowing the norms of the society, which enable him to put his knowledge efficiently in to practice. It includes leadership ability, problem solving ability, communication ability etc. People with this capacity have the ability to know other's feelings and to act in such a way that further shapes those feelings E.g., I am unable to effectively communicate with elders.

- **Coping Ability**

Coping refers to efforts on the pan of an individual to deal with taxing situations. Folkman (1984) defined coping as constantly changing cognitive and behavioural efforts to manage specific external or internal elements that are appraised as taxing or the resources of the individual. Coping refers to efforts to master conditions that tax or exceed adaptive resources. Simply, it is the ability to adjust with the stressful and strainful situations in day to day life.

3. LITERATURE REVIEW:

ON Psychosocial Maturity

Wang (2001) studied the internet dependency and psychosocial maturity among college students. This study attempts to look into the alleged internet dependency within the Eriksonian psychosocial development framework. The results of a survey of the internet use among 217 students in an Australian regional university are reported. The correlation between internet use and psychosocial maturity, self-efficacy were found out. The results shows that the internet dependency seemed to be independent of the psychosocial maturity and the general perceived self-efficacy. Schultz et al (2003) studied whether psychosocial maturity in children and adolescents can be measured by using the relationship questionnaire. The findings suggest that this evaluation measure can assess mature psychosocial choice due to either development or socialization and can help to clarify the extent to which character education programs not only teach social awareness and interpersonal skills but also engage students in personally meaningful ways. Kuk and Berzonsky(2005) studied the identity style, psychosocial maturity and academic performance of college students. The study was conducted on 460 university freshman students. Results indicated that students who entered college with an informational identity style were best prepared to function successfully in a university setting. They possessed high levels of academic autonomy, had a clear sense of educational purpose and were socially skilled. Duan et al (2007) investigated parent relationships, emotion regulation, psychosocial maturity and college student alcohol use problems. The aim of the study was to test the associations between problems in parent-youth relationships and problems with alcohol use among 1592 college students using structural equation modelling. This study found that among young women, emotion regulation and psychosocial maturity were partial mediators of the effects of parent problems on alcohol use problems.

About Adjustment:

Johns (2002) studied psychological adjustment of African American children in single mother families. For this, three models of risk were examined for 277 African American children from single - mother headed homes: Cumulative, additive and indirect models. Risk factors were mother - reported community risks, inadequate income, material depressive symptoms, and inadequate parenting. Child reported internalizing and externalizing dimming; served as dependent measures of adjustment. Usha (2003) carried out a study on Adjustment and academic achievement of 10th grade students of Tehri Town. It was revealed that there existed significant positive correlation between academic achievement and adjustment of the total students and Academic achievement and Adjustment of girls are better than that of boys. Veena and Khadi (2004) studied the influence of family functioning of adolescent's adjustment. The sample was first and second year pre-university students of Karnataka State. The study concluded that (1) family functioning was significantly related to adjustment adolescents (2) higher grade students are well adjusted both emotionally and at home (3) boys were socially and educationally well adjusted. Bierman and Furman (2005) examined the effects of social skills training and peer involvement on the peer acceptance of disliked preadolescents. 56 fifth and sixth grade children were identified as unaccepted by their peer and deficient in conversational skills. These children were then randomly assigned to 1 of 4 treatment conditions (1) conversational skills training (individual coaching) (2) Peer involvement under super ordinate goals (group experience) (3) conventional skills training combined with peer involvement (group experience with coaching) and (4) a non-treatment control. Differential treatment effects were observed at both post-treatment and follow-up assessment.

3.1. MATERIALS:

The tools used for measuring the variables are the following.

- Psychosocial Maturity Scale (adopted which is prepared by Jaseena & Divya, 2014)
- Socio-personal Adjustment Scale (adopted which is prepared by Mumthas, 2012.)

4. METHOD:

Survey Technique was used.

The sample selected for this study contain 300 higher secondary school student from Kozhikode. In selecting the sample the representation was given to factors like gender, locale, management of school, religion and subject

5. DISCUSSION:

5.1. Preliminary Analysis:

As the initial step of analysis, the important statistical constants like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis are computed for the total samples for each variable are presented in the Table -1

Table 1

Basic Statistic of Variables Psychosocial Maturity and Socio-Personal Adjustment for the Total Sample

Statistical Characteristics	Variable	
	Psychosocial Maturity	Socio-Personal Adjustment
Mean	252.97	74.11
Median	256.00	76.00
Mode	241.00	76.00
Standard Deviation	34.38	15.48
Skewness	-.203	-.095
Kurtosis	-.688	-.258

From the Table 1 it can be seen that for the total sample; the value of arithmetic mean, median and mode for the variable Psychosocial Maturity are 252.97, 256 and 241 respectively. These values of mean, median and mode are almost equal. The value of standard deviation is 34.38 which show that it is widely deviate from the moderate score. The obtained value of skewness is -0.203 which is negatively skewed. The obtained value of kurtosis is -.688 which shows that the curve is platykurtic. Hence the variable Psychosocial Maturity is considered as approaching normality. For the sub variable Socio-Personal Adjustment, the obtained value of arithmetic mean, median and mode are 74.11, 76 and 76 respectively. These values of mean, median and mode are almost equal. The value of standard deviation is 15.48 which show that it is widely deviate from the moderate score. The obtained value of skewness is -0.095 which is negatively skewed. The obtained value of kurtosis is -.258 which shows that the curve is leptokurtic. Hence the variable Socio-Personal Adjustment is considered as approaching normality.

5.2. Major Analysis:

This part of the chapter is devoted to the detailed analysis of the data. A comprehensive picture of the analysis is presented in the following part.

5.3. Extent of Psychosocial Maturity:

Mean and percentile analysis are used to find out the extent of Psychosocial Maturity among higher secondary school students. Data and result of mean and percentile analysis were presented in Table -2.

Table 2

Mean and Percentile Analysis of Extent of Psychosocial Maturity

Mean		252.97
Standard Deviation		34.38
Percentiles	10	199.10
	20	220.00
	30	235.30
	40	245.00
	50	256.00
	60	266.00
	70	275.00
	80	282.60
	90	297.80

From table-2, we can find the maximum score obtainable on the scale is 345 and minimum score is 69. The obtained mean score for the total sample is 252.97, which is higher than the half of total score. Hence the level Psychosocial Maturity of higher secondary school students was satisfactory to certain extent. The standard deviation is 34.38 indicates that the distribution widely deviates from the mean. From percentile analysis it is clear that 10% of the 250 students scored below 199.10 in the distribution of Psychosocial Maturity scores. The percentile value also shows 50% of the 250 students scored below 256. It also shows that 90% of the 250 students score below 297.80 in the distribution of Psychosocial Maturity scores.

5.4. Extent of Socio-Personal Adjustment:

Mean and percentile analysis are used to find out the extent of Socio-Personal Adjustment among higher secondary school students. Data and result of mean and percentile analysis were presented in table 3

Table 3

Mean and Percentile Analysis of Extent of Socio-Personal Adjustment

Mean		74.11
Standard Deviation		15.49
Percentiles	10	54.10
	20	60.00
	30	66.00
	40	70.00
	50	76.00
	60	77.60
	70	81.70
	80	87.80
	90	98.00

The maximum score obtainable on the scale is 124 and minimum score is Zero. The obtained mean score for the total sample is 74.11, which is higher than the half of total score. Hence the level Socio-Personal Adjustment of higher secondary school students was satisfactory to certain extent. The standard deviation is 15.49 indicates that the distribution widely deviates from the mean. From percentile analysis it is clear that 10% of the 250 students scored below 54.10 in the distribution of Socio-Personal Adjustment scores. The percentile value also shows 50% of the 250 students scored below 76. It also shows that 90% of the 250 students score below 98 in the distribution of in Socio-Personal Adjustment scores.

5.5. Comparison of the mean scores of Psychosocial Maturity in higher secondary school students based on gender:

The investigator test the significant of difference between the mean scores of the Psychosocial Maturity based on gender of the students using test of significance of difference between mean for large independent sample. The data and result of comparison of mean scores of Psychosocial Maturity for Boys and Girls students are given in Table 4

Table 4
Data and Results of t-test of Psychosocial Maturity between Boys and Girls Students

Variable	Gender	N	Mean	Standard deviation	t Value	Level of significance
Psychosocial Maturity	Boys	116	256.67	34.87	1.588	NS
	Girls	134	249.76	33.75		

NS- not significant

From Table 4 it is clear that there is no significant difference in the mean scores for boys (M=256.67, SD=34.87) and girls (M=249.76, SD=33.75) higher secondary school students; $t(248) = 1.588$, $p = 0.114$. That means scores of Psychosocial Maturity among boys and girls higher secondary school students were not significantly differ at 0.05 and 0.01 levels.

6. FINDINGS:

- Level of Psychosocial Maturity of higher secondary school students was satisfactory to certain extent.
- Level of Socio-Personal Adjustment of higher secondary school students was satisfactory to certain extent.
- There is no significant difference in the mean scores of Psychosocial Maturity for boys (M=256.67, SD=34.87) and girls (M=249.76, SD=33.75) higher secondary school students ($t = 1.588$).

7. RESULT:

The researcher reached the following conclusions that Higher secondary school students possess a satisfactory level of Psychosocial Maturity and Socio Personal Adjustment. Then it can be reported that effect of Gender has no effect on Maturity & Adjustment. That means a mature student can adjust easily in any confusing situation.

7.1. RECOMMENDATIONS:

In this technological era care & guidance must be given in all walks of life of Teenagers. Then only they can survive in time of stress & strain. So every Teacher, Parents are vigilant while dealing with them. Always help them to choose proper one among the varieties and fix into the apt one. Thus they can grow like good personalities.

8. CONCLUSION:

The researcher reached the following conclusions that higher secondary school students possess a satisfactory level of Psychosocial Maturity and Socio Personal Adjustment. Then it can be reported that effect of Gender has no effect on Maturity & Adjustment. That means a mature student can adjust easily in any confusing situation in this digital age.

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