

Social Competence among Adolescents in relation to their Emotional Maturity

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Abstract

This study was carried out to find social competence among adolescents in relation to their emotional maturity. A sample of 100 students was drawn randomly from government and private Senior secondary schools of Mohali. A social that competence scale (SCS) by Dr. V. P. Sharma and Dr. (Mrs.) Prabha Shukla and Emotional maturity scale (EM.S) by Dr. Yashvir Singh and Dr. Mahesh Bhargava were used for the purpose of data collection. The findings revealed that emotionally mature adolescent have more social competence and vice-versa. Social competence and emotional maturity among adolescents do not vary on the basis of sex (Male and Female) and type of school (Government and private).

Introduction

Man is a social being. His social existence without social set-up can hardly be imagined. He is born in society, develops, works and progresses in society. While parsing through various stages of life, adolescence is the most crucial stage he has to face. During adolescence, the child enters a new field of responsibilities. The society and parents place upon him new demands which sometimes bewilder him and he fails to adjust successfully in a new role. The change over to a pattern of habits creates emotional tensions in adolescents. The process of meaning from total dependence to independent role with greater responsibility disturbs the individual and these disturbances give rise to many problems such as anxiety tensions, frustrations and emotional upsets in day to-day life. So the study of emotional and social life has become essential to solve the problems of adolescents.

Emotional maturity reflects the fruits of normal emotional development. A person who is able to keep his emotions under control and who is able to face the challenges of life can be termed as emotionally mature person. We can define emotional maturity as a process in which personality is

continuously striving for greater sense of emotional health both intra-physically and interpersonally.

Social competence is also one important ingredient of modern civilization and an essential attribute of the members of a progressive society. The culture and social diversity provide enough opportunities to children for the acquisition of higher order of social competence, through rich and varied interpersonal interactions. Social competence is one of the components of social behaviours. It is acquired through social interaction and cultural integration in different socio-cultural settings. The success of an individual in the society depends upon the extent to which he has acquired the richness and potency of social competence desirable for his self-actualization, growth and development.

Operational Definitions

Social competence

Social competence is possessing and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes. Social competence scale covers various aspects like social sensitivity, social maturity, social skill, social relations, social commitment, social appreciation ability, socio-emotional integrity, social involvement social respectability, social authority, adult-resource expel notability, social participation and pre-social attitude. For accessing the social competence of the students social competence scale by Dr. R.P. Sharma and Dr. Mrs. Prabha Shukla was used.

Emotional Maturity

Emotional maturity is a state of equilibrium. It is a process of gaining proper control over emotions, both positive and negative in socially acceptable manners that lead to sound emotional health. In a broader sense emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to

enjoy things, to relate himself to others, to love and to laugh. It is his capacity for whole hearted sorrow then an occasion for grief arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage. Emotional maturity means, in essence, controlling over emotions rather than allowing your emotions to control us.

Statement of the problem: Social competence among adolescents in relation to their emotional maturity

Objectives of the study

- 1 To study the comparison of social competence among male and female adolescents studying in senior secondary schools.
- 2 To study the comparison of emotional maturity among male and female adolescents studying in senior secondary schools.
- 3 To study the comparison of social competence among adolescents studying in government and private schools.
- 4 To study the comparison of emotional maturity among adolescents studying in government and private schools.
- 5 To find out the relationship between social competence and emotional maturity among adolescents studying in senior secondary schools.

Hypotheses

- 1 There is no significant difference exist in social competence between male and female adolescents studying in senior secondary schools.
- 2 There is no significant difference exist in emotional maturity of between male and female adolescents studying in senior secondary schools.
- 3 There is no significant difference exist in social competence among adolescents studying in government and private schools.
- 4 There is no significant difference exist in emotional maturity among adolescents studying in government and private schools.
- 5 There is no significant relationship in social competence and emotional maturity among adolescents studying in senior secondary schools.

Delimitations

- The study was delimited to 100 students only.
- The study was delimited to senior secondary Schools only.
- The study was confined to Mohali district of

Punjab only.

Design of the study

The present study was designed with the aim in finding out the existence of any kind of relationship between social competence and emotional maturity among the senior secondary school adolescent of government and private school in Mohali. Descriptive research studies are designed to obtain pertinent and precise information and to draw valid and general conclusions. A systematic procedure to collect data which helps for objectives investigation.

Sample

The sample comprised 100 students studying in 11th and 12th class in government and private school of Mohali. Out of 100, 50 students were male and 50 were female from government and private schools. Out of which equal number of male and female were selected.

Tools used

The tools used were:-

1. A social that competence scale (SCS) by Dr. V. P. Sharma and Dr. (Mrs.) Prabha Shukla.
2. Emotional maturity scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

Procedure for data collection

The Investigator personally collected the data for present study. The students were approached through the head of the institutions. The permission of the concerned head of the institution was sought and timings were fixed with the principals and teacher-in-charge as well. The requirements of the study were to take 11th and 12th class male and female adolescents studying in government and private schools. 50 male adolescents and 50 female adolescents were prelisted from both government and private school each to collect data for testing the objectives of the present study.

The tools social competence scale, and emotional maturity scale were administered on 100 students selected from schools situated in Mohali. The students were seated comfortably in their classrooms and there were no outside disturbances. A good rapport was established with the students. Investigator explained the purpose of the test to the subjects. The subjects were told that this was not an examination rather it is the collection of general information. They were required to give their true, free and frank opinions. It was also made clear to them that their replies would be kept strictly confidential. They were also ensured that their replies would be used only for research purpose. Instructions from test manual printed at the cover

page were read to the subjects. All the efforts were made to get maximum co-operation of the students. On completion the test booklets along with the answers were collected. The scoring was done with the help of scoring keys, by converting the raw scores into scores for the social competence and emotional maturity.

Statistical analysis

Data were analyzed by using different techniques of statistics such as Mean, Median, Mode, Standard Deviation, t-ratio and Correlation.

Result and conclusions

The mean score of social competence among male adolescents studying in senior secondary schools is 163.76 and female is 172.76. The standard deviation of male adolescents studying in senior secondary schools is 20.441 and the standard deviation of female adolescents is 22.931. The calculated t-value was -2.072 which is not significant at 0.01 and 0.05 level. It indicates that the male and female adolescent studying in senior secondary schools do not vary in social competence.

The mean score of emotional maturity among male adolescents studying in senior secondary school is 96.80 and the mean score among female adolescent students is 117.68. The standard deviation among male adolescents is 15.989 and standard deviation of female is 26.599. The calculated t-value was -4.757. Which is not significant at 0.01 and 0.05 level. It indicates that the male and female adolescent studying in senior secondary school do not vary in emotional maturity.

The total mean score of Social Competence of among adolescents studying in government school is 161.58 and private school adolescents is 174.94. The standard deviation of Social Competence of government adolescents school is 22.830 and private school adolescents is 19.305. The calculated t-value was -3.160 which is not significant at 0.01 and 0.05 level. It indicates that the adolescents of government and private school do not vary in social competence.

The total mean score of Emotional Maturity among adolescents studying in government school adolescents is 98.76 and a private school adolescent is 115.72. The standard deviation of government school adolescents is 19.914 and private school adolescents are 25.343. The calculated t-value is -3.721 which is not significant at 0.01 and 0.05 level. It indicates that the adolescents of government and private school do not vary in emotional maturity.

There is a positive and significant relationship between social competence and emotional maturity among senior secondary school adolescents. It indicates that emotionally mature adolescent have more social competence and vice-versa. The Pearson

correlation coefficient between social competence and emotional maturity is 0.264** which is significant at 0.01 level for df-98. This means that the shared variance between the two variables is 6.9% the correlation coefficient is low positive but significant. This implies that of similar studies were conducted the chances are 95 out of 100 that this much value will be obtained between the two variables.

Educational implications

The findings of the present study are very important in the field of education. The findings of the research suggest that social competence is an important aspect of the child's personality which must be developed at the right stage. Without social competence human beings remain aloof from society which leads to many problems. Hence it becomes the duty of the teachers as well as the parents to pay attention, validating and confirming the child's feelings and perceptions; it will help the child to become socially competent.

The students who deviate from ethical and moral values, lacks maturity and become emotionally unstable, so it becomes the duty of the teachers to provide them conducive environment at school so that they can become emotionally mature.

Moreover, this research can benefit the teachers to understand their students, their behaviour and their adjustment in the particular environment which has sign incant influence on the social attitude. It can also help the parents to develop social competence of their child. The teachers can guide their parents regarding how to indulge the child in various activities mat would make him socially competent, emotionally stable well adjusted person is the society.

Suggestions for further research

1. The present study was conducted on a small sample (N=100), it is suggested that a large sample can be taken for further study.
2. The study was limited to 11th & 12th class only. More elaborate studies taking different age groups from junior to collegiate level may be conducted to trace out the trends of social competence and emotional maturity.
3. The present study was limited to students of Mohali only. A similar study may be conducted in other cities also.
4. The present study was limited to the adolescent of government and private schools. A similar study may be conducted in rural and urban areas of the city.
5. The study can be further extended by taking more variables.
6. Similar study could be conducted using different statistical tools.

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