

Full Length Research Paper

Perceived Parental Encouragement as Related to Social Maturity of Adolescents in Jammu, India

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Article history

Received: 08-08-2016

Revised: 19-08-2016

Accepted: 22-08-2016

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Abstract

The present research was conducted to study the social maturity levels of adolescents i.e. boys and girls in Jammu, to measure the degree of encouragement, adolescents receive from parents and to study the relationship between social maturity and parental encouragement of adolescents in context of gender. 200 adolescents i.e. 100 boys and 100 girls in the age groups of 12-18 years were randomly selected from high schools and higher secondary schools of urban area of Jammu city. The research was conducted with a view to study The tools used for collecting information were: Social Maturity Scale (RSMS), and Parental Encouragement Scale (PES). Data was analyzed quantitatively and qualitatively by using mean, S.D and correlation. The results revealed that majority of boys fall in the "average degree" and majority of girls the "higher degree" of parental encouragement. Mean score of adolescent girls were higher than the adolescents' boys. The results revealed that a high population of adolescent boys and girls fall in the category of moderately mature. There is a little negative correlation between Parental Encouragement and Social Maturity of boys and a little positive correlation between Parental Encouragement and Social Maturity of girls. There is a significant correlation among all the dimensions of Social Maturity in context of gender.

Key words: Parental encouragement, Social maturity, Adolescents

Introduction

Parent child relationship undergoes important transitions during adolescence including a decrease in time spend with parents and a shift from dependency to mutual reciprocity. Parents play a significant role in supporting secure attachment during these transitions. Adolescence benefits from parental support that encourages autonomy development yet ensures continued monitoring and emotional connectedness. There are range of behavior and associate emotions exchanged between parents and their adolescent offspring. Some of these changes involve positive and healthy behavior and other involve the opposite, some of the outcomes of adolescent development of these exchanges reflect good adjustment in society and social success whereas other outcomes reflect poor adjustments and problem in development of good social relationships with others. Parental encouragement during stressful period of transition (e.g. entry to high school) predicts positive adolescent adjustment. Parental encouragement and family communications help to motivate children's higher aspirants. As a result, children whose parents have more knowledge of children school life and attend more school activities have higher educational aspirants (Chandan, 1988). Parental encouragement is a great significance in developing psychological as well as academic achievement. Parents play a significant role for higher need achievement of their children (Bhargava, 2012)

Social maturity is a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. Parents and teachers must be very particular in maintaining interpersonal relationship with the young students in order to channelize their energy in right direction.

The present study focuses on to assess the social maturity among adolescents in context of parental encouragement in Jammu so that the academic experiences of adolescents can be enriched in developing good and healthy academic and social behaviors. The objectives of the study is (i) to study the social maturity level of adolescents i.e. boys and girls in Jammu, (ii) to measure the degree of encouragement, adolescents receive from parents and (iii) to study the relationship between social maturity and parental encouragement of adolescents in context of gender.

Materials and methods*Research Methodology*

The study sample comprised 200 adolescents (100 boys and 100 girls) in the age group of 12-18 years were selected from higher secondary schools of urban areas of Jammu Purposive sampling was used for the selection of schools. Ten schools i.e 5 higher

secondary schools and 5 high schools were selected from the list and from each school, adolescents were selected by using lottery method in which a list of all adolescents was prepared who meet the requirements of the criteria. In order to study the social maturity and parental encouragement of the adolescent the following tools were used:

a. *The Social Maturity Scale* devised and developed by Dr. Nalini Rao (1984). It has been developed to measure the social maturity more as a natural and inevitable essential outcome of child growth and development rather than a mere pathological symptom. It measures three dimensions of social maturity i.e Personal Adequacy, Interpersonal Adequacy, and Social Adequacy. There are 4 response categories are given against each item of the scale i.e. Strongly Agree, Agree, Disagree, Strongly Disagree and any one of the response is ticked by the respondent. Score for each item is to be entered in the scoring blank filling the blocks in the rows horizontally completing each row in the scoring blank. The special scoring template should be placed on the scoring blank carefully matching the punched holes on the top and bottom of the scoring blank so that the same number is shown through the template in all the six punched holes. The scores in the columns shown through the template are totaled and entered in the appropriate cell provided on the right hand side of the scoring blank .thus it is possible to obtain the scores of three dimensions and the total social maturity score for each observation.

b. *The Parental Encouragement Scale* was devised and developed by Dr.R. R. Sharma, (1987). It has been developed to measure the degree/amount of encouragement which a child receives from his parents as also to group the students in terms of the degree/amount of their parental encouragement. The total score for each item ranges from 0-2, where as the grand total of the PES ranges from 0-80. Higher scores on the PES reveals greater amount/degree of parental encouragement where as lower scores reveal the lower degree/amount of encouragement. After the collection of data, it was subjected to both qualitative as well as quantitative analysis. Descriptive coding categories were devised to organize the data and appropriate statistical techniques were applied to derive the results.

Results and Discussion

The main findings of the study revealed that a high proportion of the adolescents fall in the age range of 16-18 years , were studying in 10th standard and were from Hindu religion, where as 25% were from Muslim community and only 17.5% belongs to Sikh community. A large sample of parents was educated and only few parents were illiterate.

The analysis of Parental Encouragement Scale in Table 1 shows that a large proportion of the sample adolescent's i.e 66.5% fall in the average category of the parental encouragement scale.

Table 1: Level of Parental Encouragement of Adolescents

Levels	Boys		Girls		Total (n=200)	
	N	%	N	%	N	%
Very Low (below 5)	-	-	-	-	-	-
Low (5-30)	-	-	1	1	1	0.5
Average (30-65)	76	76	57	57	133	66.5
High (65-80)	24	24	42	42	66	33
Very High (above 80)	-	-	-	-	-	-

Out of this, maximum of the boys (76%) and girls (57%) have average degree of encouragement which they receive from their parents. As compared to boys, girls i.e 42% have higher degree of parental encouragement. This shows that in case of girls higher parental encouragement helps the child guide her and coax her so that she may not feel dishearten at a particular point of difficulty. Average to higher parental encouragement in the present study signifies that it has great significance in developing psychological as well as academic behavior of adolescent. A study by Elliott and Mcloyd (2007) reported that girls significantly need higher parental supervision than boys and no gender differences were detected from parental encouragement and support.

Table 2: Level of Social Maturity of Adolescents

Levels	Boys		Girls		Total (n=200)	
	N	%	N	%	N	%
Immature (below 200)	9	9	11	11	20	10
Moderately Mature (200-245)	86	86	82	82	168	84
Mature (245-290)	5	5	7	7	12	6

Table 2 reveals that a high percentage of the sample adolescents (84%) falls in the moderately mature category of the social maturity scale. Out of this, boys are 86% moderately mature and the girls are 82% moderately mature. Very few adolescents (6%) were found to be mature. On the other hand 10% adolescents were in immature category. A study by Swarupa et al (2008) revealed that adolescents belonging to democratic parenting styles had high social maturity. According to her study majority of the adolescents belonging to permissive parenting style had moderate level of social maturity, whereas adolescents with authoritarian parents had low level of social maturity

Table 3: Mean and S.D of various dimensions of Social Maturity of Adolescents

Dimensions	Boys (n=100)		Girls (n=100)	
	Mean	±S.D	Mean	±S.D
Personal Adequacy	68.21	7.978	68.05	9.42
Interpersonal Adequacy	73.25	5.63	68.05	9.42
Social Adequacy	76.68	7.04	76.83	6.83

Table.3. reveals that regarding the personal adequacy of boys, the mean score is 68.21 and for girls is 68.05 which shows that boys personal adequacy mean is higher than girls. For the dimension inter-personal adequacy, the mean score of girls (75.45) is higher than the boys i.e., 73.25. The dimension social adequacy, the mean score for boys is 76.68 and for girls is 76.83 which shows that girls social adequacy mean is slightly higher than boys social adequacy mean.

Table 4: Correlation Matrix of various dimensions of Social Maturity

Relationships	Boys	Girls
Personal Adequacy and Interpersonal Adequacy	0.440*	0.437*
Interpersonal Adequacy and Social Adequacy	0.396*	0.560*
Social Adequacy and Personal Adequacy	0.362*	0.484*

*Significant at .05%.

Moderate positive correlation in Interpersonal Adequacy and Social Adequacy of girls is shown in Table 4. Low positive correlation in Personal Adequacy and Interpersonal Adequacy of both boys and girls, Interpersonal Adequacy and Social Adequacy of boys and Social Adequacy and Personal Adequacy of both boys and girls was found. There is significant correlation among all the dimensions of Social Maturity in context of gender.

Table 5: Relationship between Parental Encouragement and Social Maturity of Adolescents

Relationship	Boys	Girls
Parental Encouragement and Social Maturity	-0.123	0.297*

*Significant at .05%.

Table 5 shows a little negative correlation between Parental Encouragement and Social Maturity of boys and a little positive correlation between Parental Encouragement and Social Maturity of girls. Further analysis depicts that there is significant relationship between the Parental Encouragement and Social Maturity of girls and insignificant relationship between Parental Encouragement and Social Maturity of boys. A study by Singh and Thukral (2010) reported that there exist a significant relationship between social maturity and parental encouragement of adolescents. No significant difference was observed between boys and girls on the basis of their social maturity.

Conclusion

It is concluded that there is significant relationship between parental encouragement and social maturity of adolescents and the parents provide more encouragement to males than female adolescents. In average category the parents provide more encouragement to males and in high category the parents provide more encouragement to females.

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