



## **A COMPARATIVE STUDY ON INTERPERSONAL ADEQUACY (SOCIAL MATURITY) OF PARENT CHILDREN RELATIONSHIP IN SECONDARY LEVEL STUDENT**

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### **Abstract**

*Social maturity is the ability to function in an appropriately responsible manner. It is the ability to tolerate & adjust to frustration with stress while attaining tolerant outlook a satisfactory life philosophy that enables to satisfy physical as well as psychological needs. As adolescence is the age for an individual to express mature behavior. Social maturity is an essential aspect for the individual as well as society. Parent children relationship undergoes important transitions during adolescence including a decrease in time spend with parents & a shift from dependency to mutual reciprocity. Parents play a significant role in supporting secure attachment during these transitions. The present research study was undertaken to compare interpersonal adequacy of parent children relationship in secondary level student. It was hypothesized that there exists no significant difference in the interpersonal adequacy of parent children relationship of rural area secondary level boys & girls student. There exists no significant difference in the interpersonal adequacy of parent children relationship of urban area secondary level boys & girls student. There exists no significant difference in the interpersonal adequacy of parent children relationship of secondary level rural & urban students. A sample of 200 (100 boy & 100 girl) secondary school students studying in class IX & X were selected through simple random sampling method. Social Maturity Scale(Hindi) by Nalini Rao & Parent Children Relationship Scale(Hindi) by Nalini Rao were used to collect the data. Findings of the study show that there is no significant difference in the interpersonal adequacy of parent children relationship of rural area secondary level boys & girls student. There is no significant difference in the interpersonal adequacy of parent children relationship of urban area secondary level boys & girls student. There is no significant difference in the interpersonal adequacy of parent children relationship of rural & urban area secondary level students.*



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**Introduction** –Adolescence is the stage of development which produces a number of social problems for a person. The problem arises out of adolescent adjustment with social group. The social group expects him to be socially matured when he becomes adolescents by establishing more mature relationship with age makes to achieve socially responsible behavior, develop intellectual skills & concepts necessary for civil competence & achieves a more autonomous state. Thus, the social maturation allows detailed perception of social

environment that help adolescent to influence the social circumstances & develop social patterns of social behavior.

Social maturity is the balanced behavior of a person which is appropriate with the age. Social maturity of a person helps to adjust with the social environment & as well as helps to achieve special social skills & awareness about society. It is a term commonly used in two ways like, with respect to the behavior that is appropriate to the age of the individual under observation & secondly the behavior that conforms to the standard & expectations of the adults. There are three dimensions of social maturity. Interpersonal adequacy is one of them. There are following components of interpersonal adequacy-

- (I) **Communication-** Communication involves an ability to understand, write to communicate & make clear meaningful speech & gestures. The ability also involves empathy which sensitizes the individual to the affective domain & demand effective communication.
- (II) **Enlightened trust-** Enlightened trust includes a general belief that it is acceptable to rely or depend on others when need arises. It involves clear functioning of enlightened decision about whom, when & how much to trust.
- (III) **Cooperation-** Cooperation is an altruistic tendency to join others in their efforts in order to reach a mutually desirable goal. It involves ability to regard rules & practices more as reciprocal social agreement rather than a rigid, unchangeable law.

Parents & teachers must be very particular in maintaining interpersonal relationship with the young students in order to channelize their energy in right direction. The parent children relationship is so unique that each one has permanent & tremendous influence upon the other. There is all the time an emotionally charged atmosphere both for the child & parents. It is so because of intimacy & intensity of contact & feeling for each other. Parents play a significant role in supporting secure attachment during these transitions. Parent children relationship consists of a combination of behaviors, feelings & expectation that are unique to a particular parent & a particular child.

#### **Review of Related Literature –**

- **Arnab Pan (2014)**, conducted a study on the adjustment ability & social maturity among secondary school students in West Bengal. The aim of the present study was to open out the adjustment ability & social maturity among secondary school students in relation to their gender, strata & socioeconomic status & also measures the relationship between two variables through correlation. The samples are drawn

through simple random sampling technique. The finding shows that there is a significant difference in adjustment ability & social maturity in relation to their gender, strata & socioeconomic status & there is a significant correlation between the adjustment ability & social maturity.

- **Poonam Choudhary (2014)**, conducted a study on social maturity of adolescents in relation to their gender & locality: A comparative analysis. The present research study was undertaken to assess & compare the social maturity of adolescents in relation to their gender & locality. The sample consisted of 500 adolescent students studying with XI & XII standards from rural 250 (125 female & 125 male) & from urban 250 (125 female & 125 male) were included in the sample. Rao's Social Maturity Scale was used to assess the social maturity. Thus obtained data was analyzed using mean, S.D, 't' test. The result revealed significant gender difference on the basis of social maturity & also reported that adolescent students belonging to rural area & possess higher social maturity than those belonging to urban area.
- **Pooja Bhagat (2016)**, conducted a study on social adjustment of secondary school students in relation to their gender, academic achievement & parent children relationship. The main purpose of this study was to see the social adjustment of secondary school students in relation to their gender, academic achievement & parent children relationship. The study was conducted on a sample of 200 students of IX class studying in government & private school of Jammu district. Adjustment Inventory constricted & standardized by K.P Sinha & R.P Singh (1971), Parent Children Relationship Scale developed & standardized by Nalini Rao (1989) were the tools used to collect data. The collected data was analyzed with the help of ANOVA. The results of the present study showed that boys are found socially more adjusted than their counterparts. Social adjustment is found independent of academic achievement & parent children relationship.
- **Samridhi Arora (2016)** conducted a study on perceived parental encouragement as related to social maturity of adolescents in Jammu, India. The aim of the present study was to study the social maturity levels of adolescents i.e. boys & girls in Jammu, to measure the degree of encouragement, adolescents in context of gender. 200 adolescents i.e. is 100 boys & 100 girls in the age group of 12-18 years were randomly selected. The tools used for collecting information were- Social Maturity Scale & Parental Encouragement Scale. Data were analyzed quantitatively &

qualitatively by using mean, S.D & correlation. The results revealed that the majority of boys fall in the 'average degree' & majority of girls the 'higher degree' of parental encouragement. Mean score of adolescent girls were higher than the adolescent boys. The results revealed that a high population of adolescent boys & girls fall in the category of moderately mature. There is a little negative correlation between parental encouragement & social maturity of boys & a little positive correlation between parental encouragement & social maturity of girls. There is a significant correlation among all the dimensions of social maturity in context of gender.

**Need & Significance of the Study-** In today's society, children are more dependent on their parents. The parent children relationship is so unique that each one has permanent & tremendous influence upon the other. There is all the time an emotionally charged atmosphere both for the child & the parents. It is so because intimacy & intensity of contact & feeling for each other. Parent children relationship is one of the long-lasting social ties human beings establish. Adolescent social maturity is dealt sensibly by behaving socially & culturally to a situation skilled from childhood. A socially matured person is found in harmony with society & in personal relations. Hence it becomes mandatory to large extent that adolescent needs to be mature socially. It brings social maturity with numerous aspects in socially capabilities as communication, self-direction, occupational activities, self-sufficiency & also social participation.

By this study, a researcher wants to compare on interpersonal adequacy (social maturity) of parent children relationship in secondary level student.

**Statement of the Problem-** A Comparative Study on Interpersonal Adequacy (social maturity) Of Parent Children Relationship In Secondary Level Student.

**Operational Definition of Key Terms Used-**

1. **Social Maturity**-Social maturity is a level of social skills & awareness that an individual has achieved relative to particular norms related to an age group.

2. **Parent Children Relationship** – The parent children relationship consists of a combination of behaviors, feelings & expectations that are unique to a particular parent & a particular child. The quality of the parent child relationship is affected by the percentage, marital status & experience.

3. **Secondary Level Students** – A secondary level is considered the education to be imparted after the elementary education. The students studying in class IX & X is considered as secondary level students.

**Objectives of the study –**

1. To compare the interpersonal adequacy of parent children relationship of rural area secondary level boys & girls students.
2. To compare the interpersonal adequacy of parent children relationship of urban area secondary of parent children relationship of urban area secondary level boys & girls students.
3. To compare the interpersonal adequacy of parent children relationship of secondary level rural & urban students.

**Hypothesis of the study –**

1. There is no significant difference in the interpersonal adequacy of parent children relationship of rural area secondary level boys & girls students.
2. There is no significant difference in the interpersonal adequacy of parent children relationship of urban area secondary level boy & girls students.
3. There is no significant difference in the interpersonal adequacy of parent children relationship of secondary level rural & urban students.

**Delimitations –**The present study was delimited to the following-

- Secondary level students studying in class IX & X.
- Sample of 200 students only (100 boys & 100 girls).
- Study of two variable i.e. interpersonal adequacy (social maturity) & parent children relationship.

**Research Method –** A researcher has used the analytical survey method for the study.

**Research Design -** A researcher has used static group comparison design for the study.

**Population of the study-**All the secondary school students (IX & X standard) of Distt Amroha are the population of the study.

**Sampling –**200 school students are drawn through simple random sampling technique from population. The sample contains equal number of boys & girls student as well as equal number of rural & urban students. Data was collected from 10 schools of Distt Amroha.

**Research Tool –**Following tools were used to collect the data-

- Parent Children Relationship Scale (Hindi) developed & standardized by Nalini Rao (1989).
- Social Maturity Scale (Hindi) developed & standardized by Nalini Rao (1984).

**Research statistics–**In the present study, the statistical techniques used were as under-

- Mean
- Standard deviation

→ 't' test

**Data Analysis & Interpretation-**

Table – 1 To compare the interpersonal adequacy of parent children relationship of rural area secondary level boys & girls student-

Area	Sex	Parent Children Relationship	Interpersonal 't' test Significance		
			Adequacy		
Difference			Average Score	Level	% Score
R	Boys	Favorable/	28.05	AAF	32.18
U		Unfavorable			
R	Positive/	28.57	AAN		
A	Negative				
0.18	No				
L	Girls	Favorable/	28.98	AAF	
31.29		Unfavorable			
		Positive/			22.59
	Negative				

Table value- .05=1.97

From the above table, objective no. 1, the researcher done the analysis in which the calculated value of rural boys in parent children relationship, I factor 28.05, II factor 28.57 & interpersonal adequacy 32.18, shows the level of parent children relationship above average favorable & above average negative. The calculated value of rural girls in parent children relationship, I factor 28.98, II factor 22.59 & interpersonal adequacy 31.29, shows the level of parent children relationship above average favorable & neutral.

Hence on the basis of above analysis, the researcher done the analysis through 't' test. The calculated value of 't' test is 0.18 & table value at .05 is 1.97. This shows the calculated value is less than table value, which means that there is no significant difference in interpersonal adequacy of parent children relationship of rural area secondary level boys & girls student.

**Table – 2 To compare the interpersonal adequacy of parent children relationship of urban area secondary level boys & girls student-**

Area	Sex	Parent Children Relationship	Interpersonal Adequacy	
Interpersonal Difference	't' test	Significance	Average Score	Level
		%		
U R B A N	Boys	Favorable/ Unfavorable	28.98	AAF
		Positive/ Negative	22.59	Neutral
A N A L	Girls	Favorable/ Unfavorable	30.23	HF
		Positive/ Negative	22.86	Neutral
-0.02	No			
31.43				

Table value- .05=1.97

From the above table, objective no.2, the researcher done the analysis in which the calculated value of urban boys in parent children relationship, I factor 28.98, II factor 22.59 & interpersonal adequacy 31.29, shows the level of parent children relationship above average favorable & neutral. The calculated value of urban girls in parent children relationship, I factor 30.23, II factor 22.86 & interpersonal adequacy 31.43, shows the level of parent children relationship highly favorable & neutral.

Hence on the basis of above analysis, the researcher done the analysis through 't' test. The calculated value of 't' test is -0.02 & table value at .05 is 1.97. This shows the calculated value is less than table value, which means that there is no significant difference in interpersonal adequacy of parent children relationship of urban area secondary level boys & girls student.

**Table – 3 To compare the interpersonal adequacy of parent children relationship of rural & urban area secondary level students-**

Area		Parent Children Relationship		
Interpersonal	't' test	Significance	Average Score	Level
Difference		Adequacy		
		Average Score	Level	% Score
Rural	Favorable/ Unfavorable	28.51	AF	63.47
	Positive/ Negative	29.60	HN	
0.10	No			
Urban	Favorable/ Unfavorable	25.58	BAF	62.72
	Positive/ Negative	22.72	Neutral	

Table value- .05=1.97

From the above table, objective no.3, the researcher done the analysis in which the calculated value of rural students in parent children relationship, I factor 28.51, II factor 29.60 & interpersonal adequacy 63.47, shows the level of parent children relationship average favorable & highly negative. The calculated value of urban students in parent children relationship, I factor 25.58, II factor 22.72 & interpersonal adequacy 62.72, shows the level of parent children relationship below average favorable & neutral.

Hence on the basis of above analysis, the researcher done the analysis through 't' test. The calculated value of 't' test is 0.10 & table value at .05 is 1.97. This shows the calculated value is less than table value, which means that there is no significant difference in interpersonal adequacy of parent children relationship of rural & urban area secondary level students.

**Conclusion-** In the present study, after analyzing 'A Comparative Study On Interpersonal Adequacy (social maturity) Of Parent Children Relationship In Secondary Level Students', it is evident that there is no significant effect in the interpersonal adequacy of parent children relationship of secondary level rural & urban area students. Through this study, it was also



attempted to know that whether the impact of parent children relationship of rural & urban area students fall on interpersonal adequacy. But by the results, it shows that there is no any significant effect of gender & the area. Which makes it clear, that the interpersonal adequacy is such a variable which is not affected by the parent children relationship. Because communication, enlightened trust & cooperation is one of the independent variables in the process of interpersonal adequacy, which is not affected by the parent children relationship.

Researcher's result in the context of the above conclusions are confirming the fact that the children who have no parents or who are unable to give time to their children or family relationship are not good, even in those children the level of interpersonal adequacy can be extended. The second fact is also becoming clear that in the field of interpersonal adequacy i.e. communication, enlightened trust & cooperation, the growth can be brought according to the nature of children.

Based on the above conclusion, in today's present context, this research paper is appropriate for teachers, parents, social workers etc. so that the development of student's communication etc. can be done in general.

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