

# Psychosocial Perspective and Socio-Personal Tuning among New Gen-2025

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**Abstract:** *Now a day's adolescents are facing many conflicts day by day. Conflict must escalate and lead to nonproductive results. So there is a need to resolve effectively these conflicts in a fruitful way. 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. As maturity level is complicate since of various reasons. They have to be handled in a fruitful way. As psycho social maturity has influence in this era so as the role of socio-personnel adjustment among Adolescent. This paper try to analyze relationship between Adjustment and Maturity.*

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

## 1. Introduction

The family and school are the two institutions that help a child to become a good personality. But nowadays no one have time to take care of their children in almost all families and the noninvolvement of parents makes disappointments that leads to define detachment in order to protect them. UNESCO (2001) noted that without the guidance from parents and teachers, information from questionable sources lead to risky behavior. Now the families become nuclear and children are spending more time in the educational system and with technological gadgets. It is clear that schools will continue to have an impact on the personal development of students. 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. Darwin's theory of evolution, states only those organisms most fitted to adapt to the changing circumstances survive. So that individual who is able to adjust themselves in the changing situations in their environment can live in perfect harmony and lead a happy life. They have to communicate one another for success in their life. Also it had observed that all the students experience more or less the same degree of adjustment problems. This can be altered by the enlargement of psychosocial maturity.

## 2. Theoretical Overview

### a) Psychosocial Maturity

Psychosocial means that the stage of a person's life from birth to death is formal by social influences interacting with a physically and psychologically mature organism. Psychosocial maturity is a term used to describe the individual's basic level of adaptive functioning and socio-emotional competence (Galambos & Costigan, 2003) According to Erikson, development proceeds by stages. Adolescent stage must give more emphasis because it is the transition between childhood and adult hood. This stage is considered as the time of a new birth because rapid and marked changes occur in an individual. 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.

### b) Socio –Personal Adjustment

According to Singh and Kang (1973) Adjustment is a precious and ever changing balance between the needs and desires of the individuals on the one hand and the demands of the environment or society of the other. Adjustment is a process by which an organism keeps a balance between needs and circumstances that influence the satisfaction of these needs.

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.

The elements of Social Adjustment are 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 part of an individual to deal with taxing situations. Folkman (1984) defined coping as constantly changing cognitive and behavioral 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.

#### Objective of the study

To study whether there is any significant difference in the mean scores of socio-personal adjustment of higher secondary school students with respect to their, locale, type of management, and subject

#### Hypothesis

There exists significant difference in the mean scores of socio-personal adjustment of higher secondary school students with respect to locale, type of management, and subject of specialization.

#### Methodology

Survey Technique was used.

#### Sample

The samples selected for this study include 300 higher secondary school students from Kozhikode. While selecting sample the representation was given to factors like gender, locale, management of school, and subject.

#### Tools used for the study

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.)

#### Statistical Techniques Used

The following statistical techniques were used in analyzing data.

- Preliminary analysis:-Mean, Median, Mode, Standard deviation, Skewness, Kurtosis
- Test of significance of difference between means

### 3. Analysis & Discussion

#### 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

#### Discussion

From 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.

#### 4. Major Analysis

##### Comparison of the mean scores of Socio-Personal Adjustment in higher secondary school students based on Locale

The investigator test the significant of difference between the mean scores of the Socio-Personal Adjustment based on locale 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 Socio-Personal Adjustment for urban and rural students are given in Table 2

**Table 2:** Data and Results of t-test of Socio-Personal Adjustment between Urban and Rural Students

Variable	Locale	N	Mean	Standard deviation	t Value	Level of significance
Socio-Personal Adjustment	Urban	102	76.00	15.16	1.61	NS
	Rural	148	72.81	15.60		

NS-not significant

##### Discussion

From Table 2 it is clear that there is no significant difference in the mean scores for urban ( $M=76$ ,  $SD=15.16$ ) and rural ( $M=72.81$ ,  $SD=15.60$ ) higher secondary school students;  $t(248) = 1.61$ ,  $p = 0.110$ . That means scores of Socio-Personal Adjustment among urban and rural higher secondary school students were not significantly differ at 0.05 and 0.01 levels.

##### Comparison of the mean scores of Socio-Personal Adjustment in higher secondary school students based on Type of Management

The investigator test the significant of difference between the mean scores of the Socio-Personal Adjustment based on type of management 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 Socio-Personal Adjustment for government and aided school students are given in Table 3

**Table 3:** Data and Results of t-test of Socio-Personal Adjustment between Government and Aided School Students

variable	Management	N	Mean	Standard deviation	t value	Level of Significance
Socio-Personal Adjustment	Government	137	74.62	16.52	0.579	NS
	Aided	113	73.48	14.15		

NS-not significant

##### Discussion

From Table 3 it is clear that there is no significant difference in the mean scores for government ( $M=74.62$ ,  $SD=16.52$ ) and aided ( $M=73.48$ ,  $SD=14.15$ ) higher secondary school students;  $t(248) = 0.579$ ,  $p = 0.563$ . That means scores of Socio-Personal Adjustment among government and aided higher secondary school students were not significantly differ at 0.05 and 0.01 levels.

##### Comparison of the mean scores of Socio-Personal Adjustment in higher secondary school students based on Subject

The investigator test the significant of difference between the mean scores of the Socio-Personal Adjustment based on subject 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 Socio-Personal Adjustment for science and humanities students are given in Table 4

**Table 4:** Data and Results of t-test of Socio-Personal Adjustment between Science and Humanities Students

Variable	Subject	N	Mean	Standard deviation	t Value	Level of significance
Socio-Personal Adjustment	Science	110	76.01	15.48	1.73	NS
	Humanities	140	72.61	15.36		

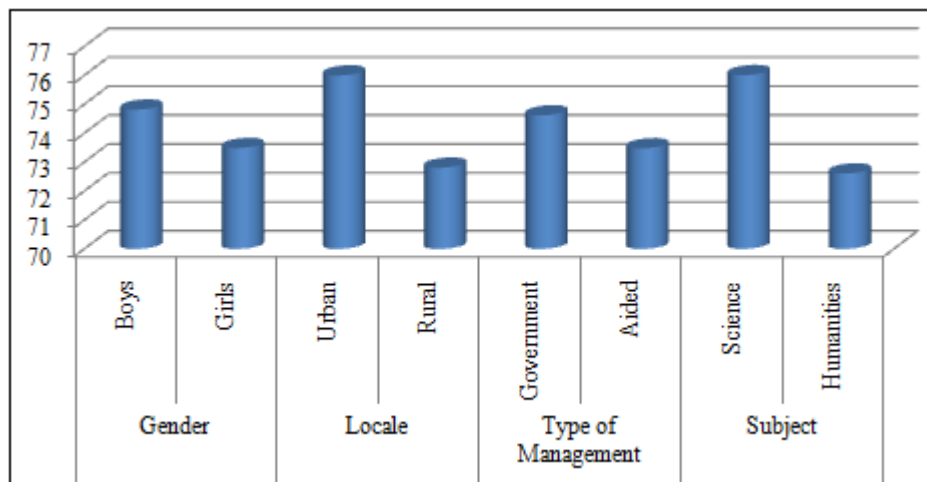
NS-not significant

##### Discussion

From Table 4 it is clear that there is no significant difference in the mean scores for Science ( $M=76.01$ ,  $SD=15.48$ ) and humanities ( $M=72.61$ ,  $SD=15.36$ ) higher secondary school students;  $t(248) = 1.73$ ,  $p = 0.084$ . That means scores of Socio-Personal Adjustment among science and humanities

higher secondary school students were not significantly differ at 0.05 and 0.01 levels.

Graphical representation of Comparison of the mean scores of Socio-Personal Adjustment in higher secondary school students based on gender, locale, type of management and subject is presented in figure 4.



**Figure 1:** Comparison of the mean scores of Socio-Personal Adjustment based on gender, locale, type of management and subject

## 5. Findings

- 1) Level of Psychosocial Maturity of higher secondary school students was satisfactory to certain extent.
- 2) Level of Socio-Personal Adjustment of higher secondary school students was satisfactory to certain extent.
- 3) There is no significant difference in the mean scores of Socio-Personal Adjustment for urban ( $M=76$ ,  $SD=15.16$ ) and rural ( $M=72.81$ ,  $SD=15.60$ ) higher secondary school students ( $t = 1.61$ ).
- 4) There is no significant difference in the mean scores for government ( $M=74.62$ ,  $SD=16.52$ ) and aided ( $M=73.48$ ,  $SD=14.15$ ) higher secondary school students ( $t = 0.579$ ).
- 5) There is no significant difference in the mean scores for Science ( $M=76.01$ ,  $SD=15.48$ ) and humanities ( $M=72.61$ ,  $SD=15.36$ ) higher secondary school students ( $t = 1.73$ ).
- 6) There exist a significant positive moderate relationship between Psychosocial Maturity and Socio Personal Adjustment of higher secondary school students for total sample.

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## 6. Conclusion

The conclusion derived was Higher secondary school students possess a satisfactory level of Psychosocial Maturity and Socio Personal Adjustment. Also found that there is significant relationship between Psychosocial Maturity and Socio Personal Adjustment of Higher Secondary School Students. It means socio personal adjustment increases with increase in psychosocial maturity. It is essential to add some recreational activities for the betterment of socio personal adjustment among the adolescents.

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