इतिहासाचार्य वि. का. राजवाडे मंडळ, धुळे
या संस्थेचे त्रैमासिक

|| संशोधक ||

पुरवणी अंक १३ – डिसेंबर २०२२ (त्रैमासिक)

- शके १९४४
- वर्ष : ९०
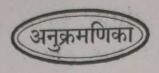- पुरवणी अंक : १३

कार्यालयीन वेळ

सकाळी ९.३० ते १.००, सायंकाळी ४.३० ते ८.०० (रविवारी सुट्टी)

मूल्य रु. १००/-
वार्षिक वर्गणी रु. ५००/-, आजीव वर्गणी रु. ५०००/- (१४ वर्षे)

विशेष सूचना : संशोधक त्रैमासिकाची वर्गणी चेक/ड्राफ्टने
'संशोधक त्रैमासिक राजवाडे मंडळ, धुळे' या नावाने पाठवावी.

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अनुक्रमणिका

Meta Cognitive Skills, Social and Emotional Maturity among Adolescence.

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Abstract:

The purpose of the study is to investigate the meta-cognitive skills, social & emotional maturity among adolescents. The total Sample size was 60 which were selected purposively from Baramati city. The Meta Cognitive Skills Scale developed by Dr.Madhu Gupta, The Social Maturity Scale developed by Dr.Nalini Rao and The Emotional Maturity Scale developed by Dr. Tara Sabapathy was used to collect the data. Pearson product moment coefficient was used to find correlations. The findings of the study reveal that there is significant and positive correlation between emotional maturity and social maturity of adolescents and also between meta-cognitive skills and social maturity of adolescents.

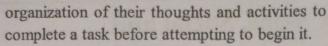**Key Words:** Adolescents, Meta-Cognitive Skills, Social Maturity, Emotional Maturity.

Adolescence" is tough to define. The only thing experts agree upon is that adolescence is a period of transition between childhood and adulthood. Biologically, adolescence is a period of development that stretches from the onset of puberty through the termination of growth. Cognitively, the end of adolescence is defined by the ability to reason and think abstractly. Socially, adolescence is a time when young people begin to take on adult roles. Adolescence is a very vital period that will determine how a person views and interacts with the world as an adult. Metacognitive skills allow you to organize and evaluate your thought process related to learning and problem-solving. Social maturity is the process of developing appropriate attitudes for personal, interpersonal and social adequacies of an individual, which are essential for functioning effectively in the Society. Emotional maturity is the ability of adolescents to stabilize emotions which include their capability for Emotional progression, Independence, Social adjustment, Emotional stability, Personality integration, etc. Meta cognitive skills are also important for adolescence because in growing age they know who they are? What kind of study or work they can do in future? In short, self-awareness. All of the social and emotional maturity is also important in their age .How to behave in public and how to behave in the family? Behind this study my aim is how we can know adolescence behaviour, thinking process, self-belief.

Meta Cognition :

Meta cognitive skills with four dimensions the details of which have been given below:

1. Planning skill: Planning skills is the ability to manage self and others, analyse information and allocate resources including time, resources and surrounding circumstances to reach a specific goal. It gauges the respondent's awareness of the demands of a task period to its execution. It incorporates one's connection to previous knowledge, plan for using strategies,

organization of their thoughts and activities to complete a task before attempting to begin it.

2. **Implementation skill:** Implement according to planning.

3. **Monitoring skill:** Refers to one's awareness of comprehension and task fulfilment together with ability to engage in periodic self-testing while learning. Regular monitoring informs learners about their progress which motivates learners to continue with the monitoring activities. It can result in the modification/expansion of one's existing metacognitive knowledge.

4. **Evaluation skill:** As the last meta-cognitive skill defines the ability to assess and reflect on both the processes employed and the finished product after task completion. It can be done by comparing learners' correct level of skills in the goals that they set for themselves with the skill levels that they set themselves during the planning process. It also concerns the process that has been followed in learners' endeavours to reach their goals.

Social Maturity:

It is the process of developing appropriate attitudes for personal, interpersonal, and social adequacies of an individual, which are essential for functioning effectively in the Society.

A) Personal Adequacy :

1. **Work Orientation** manifests in the perception of work related skills and development of proper attitude towards work in terms of knowledge of standards of competence in performing task capacity for experiencing pleasure in work leading to self-sufficiency.

2. **Self-Direction** manifests in one capacity to independently act and exercise control over one's actions. This also involves the initiative an individual talk's in directing himself and his actions with a feeling of security and full faith in one's efforts.

3. **Ability to take Stress** is an ability to exhibit appropriate emotional stability and react without embarrassing either himself or the group he is in. It also involves the ability to undertake challenging tasks with assurance.

B) Interpersonal adequacy :

4. **Communication** involves an ability to understand, write to communicate and make clear meaningful speech and gestures. The ability also involves empathy which sensitizes the individual to the affective domain and demands effective communication.

5. **Enlightened Trust** includes a general belief that it is acceptable to reply or depend on others when need arises. It involves clear functioning of enlightened decisions about whom, when and how much to trust.

6. **Cooperation** is an altruistic tendency to join others in their efforts in order to reach mutually desirable goals. It involves the ability to regard rules and practices more as reciprocal social agreement rather than a rigid, unchangeable law.

C) Social Adequacy :

Social Commitment involves a feeling of oneness with others, willingness to modify or relinquish personal goals in the interest of societal goals and also a readiness to invest in long term social goals.

Social Tolerance involves a person's willingness to interact with individuals and groups, who differ from him. Sensitivity to the rights of individuals and groups who differ from him, thus accepting the difference as a means of building up to the out-group loyalties.

Openness to change involves willingness to accept change in the social setting and adapt oneself to the demands of these changes.

Emotional Maturity: Emotional maturity supports children to manage the demands of the social and learning environments. It enables children to form relationships with

their peers, recover from disappointment or sadness (building resilience), overcome frustration, and express anger in socially acceptable ways.

The six components were:

1. Self-Knowledge - A person who is emotionally mature normally knows to a great extent his abilities, capacities and potentialities. This awareness helps him to react to outside situations in a more mature manner. The awareness of one's own abilities and disposition is operationally defined as self-knowledge.

2. Self Confidence -The concept of self-confidence is commonly used as self-assurance in one's personal judgment, ability, power, etc. One's self confidence increases from experiences of having satisfactorily completed particular activities. It is a positive belief that in the future one can generally accomplish what one wishes to do. Self-confidence is not the same as self-esteem which is an evaluation of one's own worth, whereas self-confidence is more specifically trust in one's ability to achieve some goal, which one meta-analysis suggested is similar to generalization of self-efficacy.

3. Acceptance of reality -In the psychology of human behaviour, denialism is a person's choice to deny reality as away to avoid a psychologically uncomfortable truth. Denialism is an essentially irrational action that withholds the validation of a historical experience or event, when a person refuses to accept an empirically verifiable reality. Accepting reality includes everything that you're feeling, too. When you accept these feelings and let yourself experience them without any judgment, you can work through them in a healthy way. Pretend that you accept reality. An emotionally mature person is more likely to give due consideration to the reality of a situation and understand it in the light of his social and cultural background. This Acceptance of reality is another characteristic of a mature person.

4. Self Control - A related concept in psychology is emotional self-regulation. Self-control is thought to be like a muscle. According to studies, self-regulation, whether emotional or behavioural, was proven to be a limited resource which functions like energy. In the short term, overuse of self-control will lead to depletion. However, in the long term, the use of self-control can strengthen and improve over time. To summarize what psychologists determine is: firstly it's the ability to control behaviours and so as to avoid temptations and then to be able to achieve long-term goals. Secondly the ability to delay gratification and put up resistance against unwanted behaviours or urges. Lastly it is a limited resource that can be depleted but can strengthen over time. Self-control is also a key concept in the general theory of crime, a major theory in criminology The theory was developed by Michael Gottfredson and Travis Hirsch in their book titled A General Theory of Crime, published in 1990.Gottfredson and Hirsch define self-control as the differential tendency of individuals to avoid criminal acts independent of the situations in which they find themselves. Individuals with low self-control tend to be impulsive, insensitive towards others, risk takers, short-sighted, and nonverbal. About 70% of the variance in questionnaire data operational zing one construct of Self-control had been found to be genetic.

5. Social Adjustment - In psychology, adjustment is that condition of a person who is able to adapt with his physical occupational and social environment. And in other words adjustment refers to the behavioural process of balancing conflicting needs, or needs challenged by obstacles in the environment. Humans and animals regularly adjust to their environment. For example, when they are stimulated by their physiological state to seek food, they eat (if possible) to reduce their hunger and thus adjust to the hunger stimulus. Adjustment disorder occurs when there is an inability to make a normal

adjustment to some need or stress in the environment. Successful adjustment is crucial to having a high quality of life. Those who are unable to adjust well are more likely to have clinical anxiety or depression, as well as experience feelings of hopelessness, hedonism, difficulty concentrating, sleeping problems and reckless behaviour. The adjustment as a process theory portrays that, since the moment we're born, humans are in a constant state of adjustment. Since we exist in a state of constant, oftentimes rapid change, it follows that we cannot break these changes down into separate, unrelated challenges. This method of consideration asserts there is no way to adjust successfully because something will always be about to change and prompt further adjustment. This approach views all life events as inextricable from some form of adjustment.

Review of Literature :

Susan Sam and Dr.Nalini Totuka (2021) reported that social maturity indirectly affects the academic interest of adolescents. Suvankar Biswas (2020) showed that Social Maturity is the indication of mastery in social behaviour in terms of human relationship, social techniques and social institutions. Dr.Madhuri and Dr.Poonam Choudhary (2016) concluded that there is a significant negative relation between the social maturity of adolescent students and various dimensions of home environment related to them. According to study of Arnab, Pan. (2014) there is a significant correlation between the adjustment ability and social maturity. Singh, Pant and Valentina (2013) reported that Social and emotional maturity of adolescents was found to be significantly positively correlated. Jadhav (2010) found that there is a positive and significant relationship between home environment and emotional maturity.Findings of the study by Dinesh Kumar & Ritu (2013) show that there is a positive relationship between - social maturity and personality of senior secondary school students.

Objectives :

The objectives of the study are:
1. To study Meta cognitive skills in adolescence
2. To study social maturity in adolescence.
3. To study emotional maturity in adolescence.
4. To find the relationship between Meta cognitive skills, social maturity and emotional maturity in adolescence.

Hypotheses:

1. There will be a significant positive relation between meta cognitive skills and emotional maturity of adolescence.
2. There will be a significant positive relation between emotional maturity and social maturity of adolescence.
3. There will be a significant positive relation between meta cognitive skills and social maturity of adolescence.

Statement of the Problem :

To find the relationship between meta-cognitive skills, social maturity and emotional maturity among adolescents.

Variables:

1. Meta-Cognitive Skills
2. Social Maturity
3. Emotional Maturity

Operational Definition Of Variables :

1. **Meta cognitive skills:** It is a composite score obtained by The Meta Cognitive Skills Scale developed by Dr.Madhu Gupta and Ms.Suman.

2. **Social maturity:** It is a composite score obtained by The Social Maturity Scale developed by Dr. Nalini Rao .

3. **Emotional maturity:** It is a composite score obtained The Emotional Maturity Scale developed by Dr. Tara Sabapathy.

4. Adolescence: Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood age of majority 14 to 19.

Research Design:

A correlational research design was used which investigates relationships between variables. A correlation reflects the strength and/ or direction of the relationship between two (or more) variables.

Sample:

The sample chosen for the present study consists of 60 adolescents. Students from the age group of 14 to 19 were included from baramati city. The purposive sampling method was used in the data collection.

Procedure of Data Collection:

For this research study participants were selected from a baramati area. All 60 participants performed three various tests. During the data collection process, research used a paper pencil method. I also give instructions regarding how to solve the test including filling up the initial primary information (e.g.Name,Age,Gender, Family information etc.)

Tools Selected For Data Collection:

1. Meta cognitive skills scale (1971) :

The Meta Cognitive Skills Scale developed by Dr.Madhu Gupta. In this scale 42 Sentences and five options for those are Strongly Agree , Agree, Undecided, Disagree and Strongly Disagree. This scale reliability isTest-Retestreliability0.763.Spearman- and Brown Split –half reliability.949.This scale validity is MCSS range from . 709 to .924.

2. Social Maturity Scale (1971) :

The Social Maturity Scale developed by Dr.Nalini Rao In this scale 90 sentences and four option. This scale reliability of the correlation coefficient obtained on the subscale is significant at. 01 level. The most suitable external criterion for validating the social maturity scales was found to be the teacher ratings on the attributes of social maturity.

3. Emotional Maturity Scale (1938) :

The Emotional Maturity Scale developed by Dr. Tara Sabapathy In this scale there are 44 items and four options (Always, Sometimes, Rarely and Never). Sample for this scale used in 240 students (120 boys and 120 girls). This scale reliability is Test-Retest and split half reliability. This scale validity is the coefficient of correlation was found to be 0.72, which was fairly high.

3.8 Statistical Analysis:

The suitable statistical method was used to analyse the data. The mean, SD used to be a part of descriptive statistics. Pearson product moment coefficient will be used to find correlations.

Result and discussion:

There was 60 adolescents participated in the study. The suitable statistical method is used to analyze the data by using IBM statistics SPSS 20. The mean, S.D. is used as a part of descriptive statistics. For correlation the Pearson product moment coefficient will be used as inferential statistics.

Table 1 No indicates the Mean and Standard Deviation of Meta Cognitive Skills, Emotional Maturity and Social Maturity. The Mean score on Meta Cognitive Skills was 147.50 and S.D. is 16.05. .For Dominance (M = 128.23, S.D. = 9.57) raw score was average. The mean score on Social Maturity was 204.30 and S. D. was 11.23.

Table No. 2 indicates the correlation between Meta Cognitive Skills, Emotional Maturity and Social Maturity. It is seen that there is positive and significant correlation between emotional maturity and social maturity ($r = 0.34$, $p<0.01$) Thus the hypothesis that there will be correlation between emotional maturity and social maturity

Table 1 showing descriptive statistics for all variables

Sr. No	Variables	N	Mean	S. D.
1	Meta Cognitive Skills	60	147.50	16.05
2	Emotional Maturity	60	128.23	9.57
3	Social Maturity	60	204.30	11.23

Table No. 2 Correlation between Metacognitive Skills, Emotional Maturity and Social Maturity.

Variables	Meta Cognitive Skills	Emotional Maturity	Social Maturity
Meta Cognitive Skills	1	.14	.52**
Emotional Maturity		1	.34**
Social Maturity			1

**p <0.01

*p <0.05

for adolescents was accepted. There is positive and significant correlation ($r = 0.52$, $p<0.01$) between Meta cognitive skills and social maturity. Here the hypothesis that there will be correlation between social maturity and Meta cognitive skills for adolescents was accepted. This result shows that adolescents who are high on social maturity have shown high social maturity and high Meta cognitive skills. Meta Cognitive Skills was positively correlated with emotional maturity of adolescents but not significant. Thus the hypothesis that there will be correlation between Meta Cognitive Skills and emotional maturity is not accepted. Earlier studies reported that that Social and emotional maturity of adolescents was found to be significantly positively correlated. (Singh, Pant and Valentina, 2013).This helps the adolescent to be aware of their own self. This study has implications for the parents, teachers and policy makers.

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