

A Study of the Relationship Between Social Maturity and Mental Well-Being of Upper Primary Students

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Abstract

Social maturity and mental well-being are important aspect of human development. This study attempts to explore the correlation between social maturity and mental well-being; how social maturity impacts mental well-being of a person. The investigator selected 100 upper primary students from school of Delhi for the sample of the study. The data was collected using the standardized tool. In order to find the correlation between the two constructs Pearson Correlation coefficient and p-value was used. The study observed that there is a very weak correlation between social maturity and mental well-being. It also came out with the finding that there is gender based difference in correlation between social maturity and mental well-being.

Keywords: Social maturity, Mental Well-Being, Upper Primary Students

Introduction

Social maturity and mental well-being are important aspects of human life. They together influence to a great extent a person's quality of life especially in a time when the world is witnessing a great societal change leading to complex nature of society, weakening human bonds, emotional instability and psychological challenges impacting the overall health of a person.

Social maturity refers to an age-appropriate behaviour of a person expected from members of a society. As a developmental attribute it reflects a person's ability to respond appropriately to societal situations, societal norms and interpersonal relations. A socially mature person can balance personal needs and societal needs. It reflects qualities of a person's emotional regulation, tolerance, self-discipline and cooperation. Social maturity is a maturational process that develops with experiences and interactions in the society. How a person behaves in interpersonal relationship and various societal situations refers to social maturity.

Mental well-being refers to a person's resilience, emotional stability, satisfaction with life and ability to cope with the challenges of life. A person's quality of life, personal growth and functioning in society is greatly influenced by these two dimensions.

As social maturity and mental well-being are dynamic process, they are very significant for meaningful human existence and they profoundly impact a person's life. This becomes more pertinent in the case of upper primary students mostly falling in the age group of 11 to 14 undergoing lots of cognitive, emotional and biological changes. Due to these changes, they feel difficult to face the life. This study attempts to understand the linkages between social maturity and mental well-being among upper primary students in schools of Delhi.

Operational Definition of the Study

Social Maturity: Social maturity is an age-appropriate behaviour expected from members of a society. It includes appropriate conduct, interpersonal relationship, personal communication and a sense of responsibility.

Mental Well-Being: Mental well-being refers emotional resilience, life satisfaction, capacity to deal with challenges of life with ease.

Upper Primary Students: In this study, Upper primary students refer to students studying in grade eighth

Review of Literature

Moon (2012) in his study attempted to understand how the social maturity of people who play sports for a long time affects their mental and physical health and it was revealed in the study that

the social maturity of prolonged sport-for-all participants significantly influenced both their physical and emotional health. Long-term engagement in sports for everyone was linked to their mental and physical wellbeing.

Kumar and Pazhanivelu (2014) in their study attempted to understand connection between value conflict and mental health of B.Ed. student-teachers in connection to their social maturity and found that there was a little positive correlation between social maturity and mental health among B. Ed student instructors.

Singh (2016) in his study on gender disparities in different dimensions of well-being among adolescents in connection with social maturity found no significant differences between boys and girls in wellbeing, remarkably differ in terms of wellbeing across low social maturity and male and female did not notably differ in their well-being across high social maturity.

Easow and Ghorpade (2017) carried out a study aiming to assess the level of psychological well-being in adolescents and found that most adolescents exhibited adequate psychological well-being, while those with moderate levels were influenced by factors such as self-control, self-esteem, mental stability, social environment and sociability.

Arora and Sharma (2018) in their study tried to determine how social maturity, psychological well-being and emotional intelligence are related to one another and found an important connection between social maturity and emotional intelligence. 2. A significant connection was found between psychological wellbeing and emotional intelligence with reference to social maturity.

Novin et al. (2022) in their work explored the connection between social maturity and sexual satisfaction, subjective well-being, and controlling behaviours, focusing on the mediating role of marital commitment in couples. The study concluded that a positive and direct correlation between subjective well-being and social maturity as well as marital commitment,

Need and Significance of the Study

We witness a rise in mental health issues among both adolescents and adults as they are characterized by significant social and emotional transformations. During these times, individuals are particularly susceptible to mental health challenges, influenced by factors like peer pressure, identity struggles, academic competition, and societal expectations. By examining social maturity in connection to mental well-being, we can uncover insights that may help enhance resilience and emotional stability during these formative years.

Schools and colleges cater to the social behaviours and emotional skills of students, yet the academic focus often leans heavily towards intellectual achievements at the expense of emotional and social growth. The outcomes may provide essential guidance for educators, counsellors and policymakers in developing effective interventions, guidance programs and life skills education.

In today's digital era, where online communication and social media greatly shape interactions while diminishing face-to-face engagements, the impact on social development cannot be overlooked. Many individuals find it challenging to express emotions, navigate interpersonal conflicts, and avoid feelings of social isolation, despite being connected virtually. Exploring the link between social maturity and mental well-being can yield valuable insights that address the psychological challenges of our time.

In the Indian context, where social values, family expectations, and cultural norms heavily influence behaviour, understanding the interplay between social maturity and mental well-being is particularly significant. This study aims to inform the development of culturally relevant mental health strategies that foster a balanced approach to personal and social growth.

Objectives of the Study

1. To find out the relation between social maturity and mental well-being
2. To find out whether gender impacts the correlation between social maturity and mental well-being

Hypotheses

1. There will be no relationship between social maturity and mental well-being of upper primary students.
2. There will be no impact of gender on correlation between social maturity and mental well-being.

Delimitations of the Study

1. The study is limited to Delhi only.
2. The study is limited to government school.
3. The study is limited to only class 8th students.

Methodology of the Study

The study employed descriptive survey method. The total 100 sample was taken for the study from the government schools of Delhi through convenient sampling. Out of the total 100 sample, 50 were male and 50 females. They were all upper primary students studying in the grade of eighth.

Two variables of the study were social maturity and mental well-being. Nalini Rao's Social Maturity scale was used to measure the social maturity level of the students and Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary's Psychological Well Being Scale was utilized to assess the mental well-being level of students. The scales were administered in regular classroom setting and for scoring guidelines were followed given in the booklet.

Data were analyzed using statistical techniques such as mean, standard deviation, Pearson Correlation coefficient and p-value.

Results and Discussion

Hypothesis1: There will be no relationship between social maturity and mental well-being of upper primary students.

Table 1: Correlation between social maturity and mental well-being

Variable	N	Mean (Average)	SD	correlation r	p-value	Level of Significance
Social Maturity	100	240	37.5	0.07	0.49	Very weak relationship Statistically not significant
Mental Well-Being	100	171	18.0			

As per data presented in the Table 1 the correlation between social maturity and mental well-being was found to be $r = 0.07$, which indicates a very weak correlation between social maturity and mental well-being. The p-value in the table is 0.49 which suggests that there is not statistically significant correlation between social maturity and mental well-being. Therefore, the hypothesis of the study that "There will be no relationship between social maturity and mental well-being of upper primary students" is affirmed and objective of the study was achieved. The finding of the study is in agreement with the finding of the study of Kumar and Pazhanivelu (2014) and however the study disagrees with the findings of the previous studies of Moon (2012), Arora and Sharma (2018), Novin et al. (2022).

Hypothesis 2: There will be no impact of gender on correlation between social maturity and mental well-being.

Table 2: Correlation between social maturity and mental well-being based on gender

Variable	Gender	N	Mean	Pearson Correlation r	p-value	Relation	Interpretation
Social Maturity	Male	50	253.9	0.603	< 0.001	Strong Positive	Social maturity strongly and significantly associated with mental well-being
Mental Well-Being		50	174.4				
Social Maturity	Female	50	227.1	0.029	0.843	Very weak Negligible	No significant relationship between social maturity and mental well-being
Mental Well-Being		50	167.0				

Given data in the Table 2 reveals that the correlation coefficient (0.63) of males indicates a strong positive correlation. This suggests that as social maturity increases, mental well-being significantly improves among males. The extremely low p-value supports the conclusion that this relationship is statistically significant. The correlation coefficient (0.29) of females indicates a weak-to-moderate positive association. Although the relationship is statistically significant, it is considerably less robust compared to males. This suggests that social maturity is a less effective predictor of mental well-being for females. The difference in correlations between males and females illustrates that gender influences this relationship. Social maturity seems to play a more vital role in mental well-being for men, whereas women's mental well-being may be influenced by other factors. Thus, the hypothesis that "There will be no impact of gender on correlation between social maturity and mental well-being" is not accepted. Finding of the study is not in line with the study of Singh (2016) where it came out that there is no significant difference between mental well-being of male and female in relation to their social maturity.

Findings of the Study

1. There is a weak correlation between social maturity and mental well-being. The correlation found in the study is statistically is not significant ($r=0.07$, $p = 0.49$).
2. Social maturity and mental well-being are distinct construct and both should be treated separately.
3. There is significant difference of correlation between social maturity and mental well-being in terms of gender.

Educational Implication

The findings of the study reveal that social maturity and mental well-being are distinct concept. While both are important for all round development, they do not have a strong correlation. The outcome of the study has implications for the education.

1. Schools should not treat social maturity and mental well-being alike and never presume that students who are socially mature are also emotionally healthy. Educational programs should tackle both social maturity and mental well-being separately.
2. Educators should be equipped to understand that social skills do not necessarily indicate emotional stability.
3. Assessment tools ought to evaluate both areas separately to provide a fuller understanding of student development.

4. Parents ought not to believe that merely developing social maturity will automatically improve mental health.

Conclusion

This study highlights that social maturity and mental well-being are distinct areas without a significant link. Both are vital for student achievement, yet they demand tailored educational strategies. Enhancing one does not guarantee improvement in the other. For effective educational practices, schools should implement a dual approach that fosters both interpersonal skills and emotional resilience, ensuring a balanced and comprehensive development for students. The study also observed that social maturity is a strong predictor of mental well-being in males but it is weakly correlated in case of females. This gender difference highlights the need for differentiated approach of interventions for males and females.

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