

Effect of Modernization on Emotional Maturity and Intelligence of Adolescents

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Abstract

Modernization is a dynamic and progressive change that leads to adopt new trends that comes in each sphere of life. Today, people think that for development of a personality of an individual, it is a must, to provide that type of modern educational conditions in which individual can easily understand the social behavior and accept the positive way of modernization. As students are the pillars of the future generations, this research was undertaken to find answer to this problem. The study attempts to analyze the various aspects of effect of modernization on emotional maturity and intelligence among adolescents. The present research study was carried out exclusively in the different schools of Jhansi district. The sample consists of 50 male and 50 female students pursuing their studies in Class IX and X of the various schools situated in Jhansi district. The age range of the sample happens to be 12-16 years. Self-designed questionnaire is used for the study. The results show that there is no significant difference that exists between mean scores of modernization, emotional maturity and intelligence among adolescent. The results also show a positive correlation among modernization, emotional maturity and the level of intelligence

Key Words: *modernization, emotional maturity, intelligence and adolescents*

Modernization can best be defined as the process of transforming the old traditional societies and nations to the modernity in many fields. Today education is linked with development. Education is the main agency for the development of attitudes, interests and values and the teacher is its main agent. The class consists of different types of students and they differ in their interest, IQ, attitude, achievement etc. Modernization can be achieved only by improving and extending education. Black (1966), a historian, suggested that modern societies are characterized by the growth of new knowledge.

The type of environment, determines the development of a person. If environment is very stimulating and rich, it will create favorable impression on the development of adolescents and if this environment is dull or insipid, behavior is likely to be shaped in an unhealthy way. Home plays an important role in molding the personality of children in early infancy. Home is the first socializing agency where the child learns the patterns of behavior prevalent in the community. The type of behavior of parents, siblings and other

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members of society also influences the child's growth. Hetal T. Patel's (2013) studies finds out the causes which influence their attitude and create obstacles in the process of modernizing.

Adolescence is a transitional stage of physical and psychological human development. Adolescence is usually accompanied by an increase independence allowed by the parents or legal guardians and less supervision as compared to pre-adolescents. There are many situations when adolescents find themselves in a state of mental illness due to changing pattern of life as a result of increased competitions, higher aspiration zeal to march ahead in advanced modern and technological society. NCERT (1999) defined adolescence as a period of physical, psychological and social maturity from childhood to adulthood.

Emotional maturity is a balance between the brain and the emotions, between the inner and outer world of the individual. According to Menninger (1999), emotional maturity includes the ability to deal constructively with reality. The most outstanding mark of emotional maturity is the ability to bear tension. Adolescence is the period of heightened emotionality. Sunil Kumar (2014) investigates emotional maturity of adolescent students in relation to family relationship. Emotional maturity moves beyond "intelligence" to a higher state of consciousness, guided by what one senses, feels and intuition of one's heart. Intelligence is not the only determinant of academic achievement but emotional maturity also helps in promoting mental health and personality. Singh, R. et.al. (2013) investigated Gender on Social and Emotional Maturity of Senior School Adolescents: Peerzada, N. (2013) investigated Modernization of Male & Female Higher Secondary School Students - A Comparative Study.

MODERNIZATION:

Webster's Encyclopedic Unabridged Dictionary of the English language (1989) regards, 'Modern' as pertaining to present and recent times and 'modernization' as to become modern, adopt modern ways, views, etc. In the present study, Modernization is a dynamic and progressive change which creates drive in one's independent thinking which leads to adopt new trends that come in each sphere of life.

ADOLSCENTS:

Adolescence is very important stage in the process of development. Adolescence is that stage in the lifespan when the individual experiences certain biological and mental changes. The adolescent has to adjust to the sudden changes in the body, in his roles and responsibilities towards everyone in his environment. He is thus required to make new adjustments in adult roles.

EMOTIONAL MATURITY:

“The success of a person solely depends on the art of managing emotions which includes Practical skills and the ability to handle people.” Goleman (1995).

Emotional intelligence refers to the capacity of recognizing our own feeling and those of others, for motivating ourselves, for managing emotions well in us and in our relationships. It is, being able to monitor our feelings and emotions, to discriminate among them and to use this to guide our thinking and actions.

INTELLIGENCE:

Intelligence is a kind of mental energy, in the form of cognitive ability, available within the human being, which enables him to handle his environment in terms of adaptation to face novel situations as effectively as possible.

Need and significance of the study:

It is a well known fact that we are in the era of modernization. The process of modernization has a great impact on individual and society. The process of modernization involves appropriate change in the social system to meet the rising expectations of the people. Modernization entails social change which leads to progress in many fields. Modernization has been studied by various social science disciplines, each focusing on different aspects of the process. The main purpose of education is the progress of physical, social activity, emotion, and wisdom of students' sustainability. The adequate education produces good quality of human resources for a rapidly developing country. The specific needs for identifying these phenomena of effect of modernization on Emotional maturity and intelligence of adolescents as a natural and inevitable essential outcome of student growth and development rather than among pathological symptom. The Emotional maturity and intelligence becomes important in the behavior of individuals. As students are the pillars of the future generations, their value pattern of Emotional Maturity and self intelligences are vital. So the present study intends to measure the effect of modernization on Emotional Maturity and intelligence of adolescents. The study was expected to help the parents, teachers, and administrators of the school to provide such an environment where they feel free and can take a decision by themselves and where they can be emotionally stable, and which is best suited for good adjustment so that their potentialities can be used to the maximum as to promote their personality.

Objectives of the study:

The present investigation was conducted with the following specific objectives:

- To find out the effect of modernization on Emotional Maturity and intelligence among adolescents.

- To find out the level of effect of modernization on Emotional Maturity and intelligence among adolescents.

Hypothesis of the study:

The present study was carried out with the following hypothesis:

- There is no significant difference between the different groups of biographical variables such as male and female.
- There is no significant difference in the level of effect of modernization on Emotional Maturity and intelligences among adolescents.

Research design of the study:

A research design provides a framework within which the activity is conducted. The present study is Normative Survey in nature.

Method of the sampling:

The technique that we use will be simple random sampling, which is a method of drawing samples from a population.

Sample selection:

The research investigation was carried out on 100 students. The sample consists of 50 male and 50 female students pursuing their studies in Class IX and X of the various schools situated in Jhansi district. The age range of the sample happened to be 12-16 years.

Tool and Data collection:

Self-designed questionnaire is used for the study. The tool used is a test of Modernization, emotional maturity and intelligence. The booklet consists three set of tests. Each test booklet has 90 questions and each test has 30 questions. The students had to put a tick mark on the correct option. The test paper was tried for 30 minutes only. They were asked to write down their names, class etc. in the proper place on the answer sheet. After getting answer, the questionnaire was collected from the students.

Delimitations:

- The sample is limited to area of Jhansi schools.
- The age limit in this study, between 12-16 years, was chosen because it is the adolescence period.
- The study has been confined to the senior secondary school students studying in class IX and X only.
- Size of sample was delimited to 100 students only.

Statistical Techniques used in Data Analysis:

For the analysis of data, following calculations have been done and statistical techniques like Mean, S.D., 't'-test and Correlation Co-efficient have been applied for collected data.

The present study was also examining the influence of demographic variables such as gender (boy and girl). An attempt is made to find out the relationship between, modernization, emotional maturity and intelligence. Hypothesis formulated in the study are verified along with the results.

Table-1: Difference between boys and girls adolescent students in terms of Modernization

Variable	Group	N	Mean	S.D.	SED	t-test
Modernization	BOYS	50	22.18	3.85	0.815	0.54
	GIRLS	50	23.12	4.29		

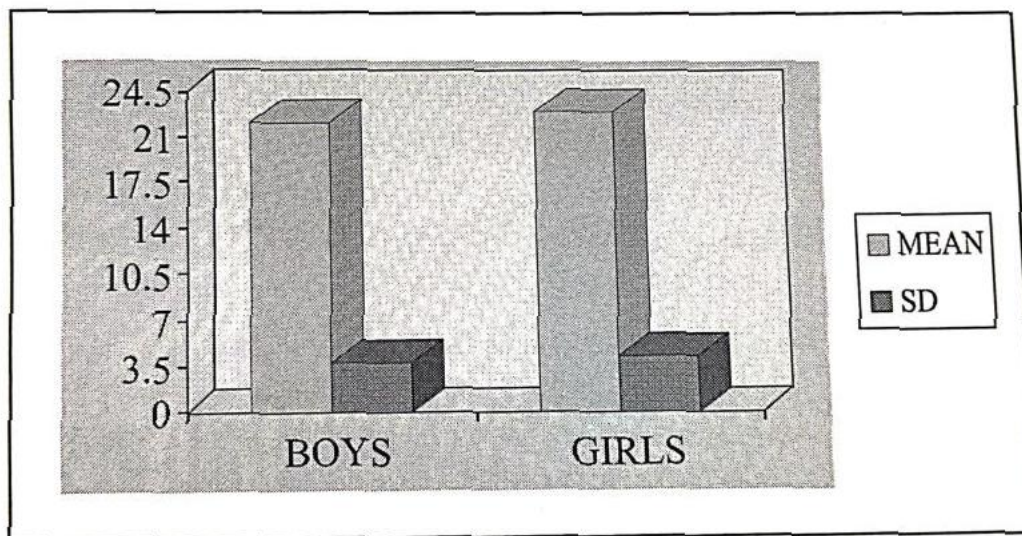


Fig. 1. Graph showing Difference of Mean and SD Scores of Modernization among Adolescent Boys and Girls (N=100)

Table and Fig. 1. It shows that the mean scores of modernization among adolescent boys and girls as 22.18 and 23.12 respectively and their standard deviation as 3.85 and 4.29 respectively. The t-ratio is 0.54 with $df = 98$ which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of modernization among adolescent boys and girls which indicates that adolescent boys and girls do not differ in their level of modernization.

Table-2: Difference between boys and girls adolescent students in terms of their emotional maturity

Variable	Group	N	Mean	S.D.	SED	t-test
Emotional Maturity	BOYS	50	21.26	4.14	0.915	0.91
	GIRLS	50	21.44	4.97		

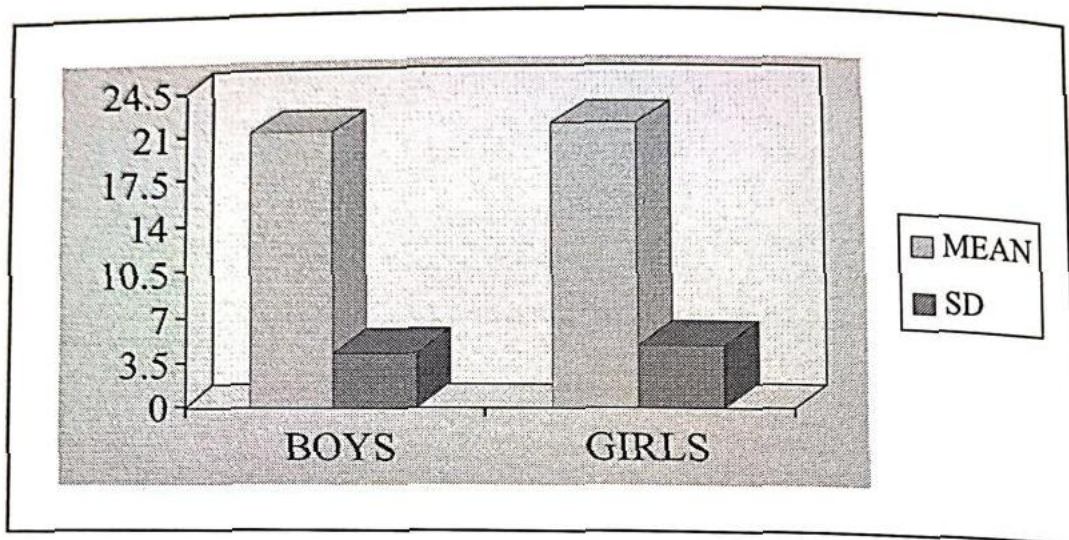


Fig. 2 Graph showing Difference of Mean and SD Scores of emotional maturity among Adolescent Boys and Girls (N=100)

Table and Fig. 2. It shows that the mean scores of emotional maturity among adolescent boys and girls as 21.26 and 21.44 respectively and their standard deviation as 4.14 and 4.97 respectively. The t-ratio is 0.91 with $df = 98$ which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of emotional maturity among adolescent boys and girls which indicates that adolescent boys and girls do not differ in their level of emotional maturity.

Table-3: Difference between boys and girls adolescent students in terms of their Intelligence

Variable	Group	N	Mean	S.D.	SED	t-test
Intelligence	BOYS	50	21.62	3.01	0.684	1.14
	GIRLS	50	21.56	3.79		

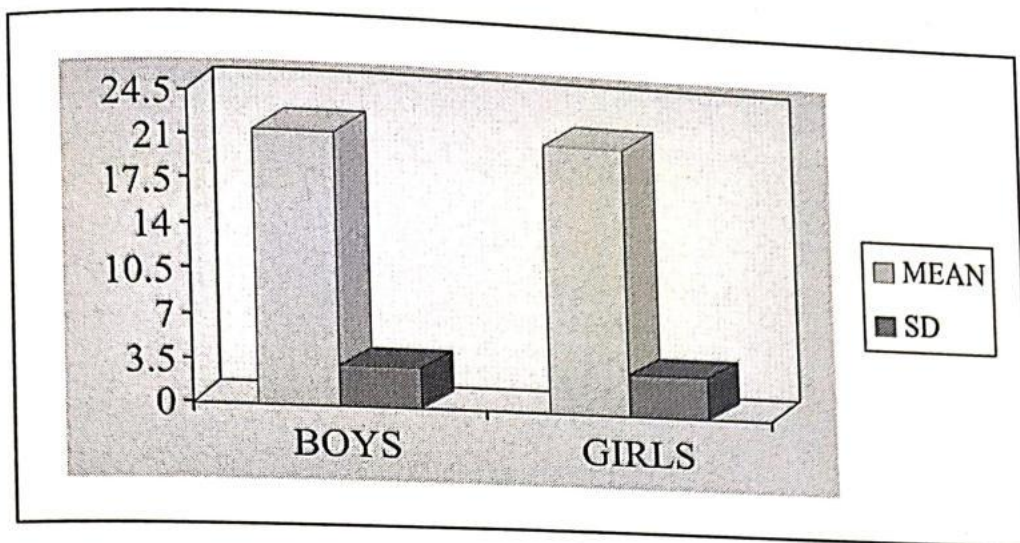


Fig. 3. Graph showing Difference of Mean and SD Scores of Intelligence among Adolescent Boys and Girls (N=100)

Table and Fig. 3. It shows that the mean scores of intelligence among adolescent boys and girls as 21.62 and 21.56 respectively and their standard deviation as 3.01 and 3.97 respectively. The t-ratio is 1.14 with $df = 98$ which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of intelligence among adolescent boys and girls which indicates that adolescent boys and girls do not differ in their level of intelligence.

The results are highlighted with the help of table and Graph-1, table and graph-2 and table and graph-3 that there is no significant difference between the level of modernization, emotional maturity and intelligence on male and female adolescents. Therefore the hypothesis 1 stating that there will be no significant difference in “the effect of modernization on emotional maturity and intelligence among male and female adolescent” stands accepted.

As the present study is intended to find out the relationship between modernization, emotional maturity and intelligence of adolescent boys and girls as, Pearson’s Product Moment correlation technique was employed.

Table-4: Relationship between Modernization and emotional maturities of adolescent students

Variable	Group	N	Σx^2	Σy^2	Σxy	r	level of significance
Modernization and Emotional maturity	Adolescent students	100	1684.75	2713.0	1142.5	0.53	0.01

Table-5: Relationship between Modernization and Intelligence of adolescent students

Variable	Group	N	Σx^2	Σy^2	Σxy	r	level of significance
Modernization and Intelligence	Adolescent students	100	1684.75	1170.19	929.65	0.66	0.01

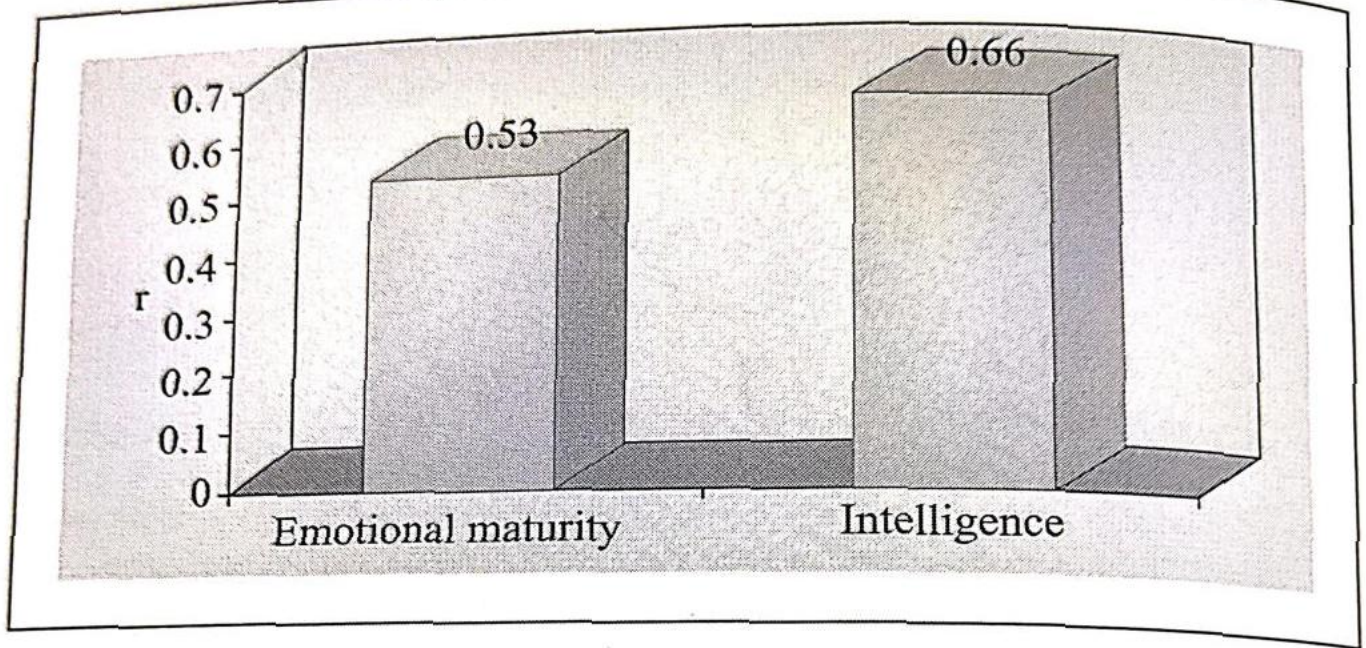


Fig. 4. Co-efficient of Correlation between Modernization and Emotional maturity, Intelligence among Adolescents (N=100)

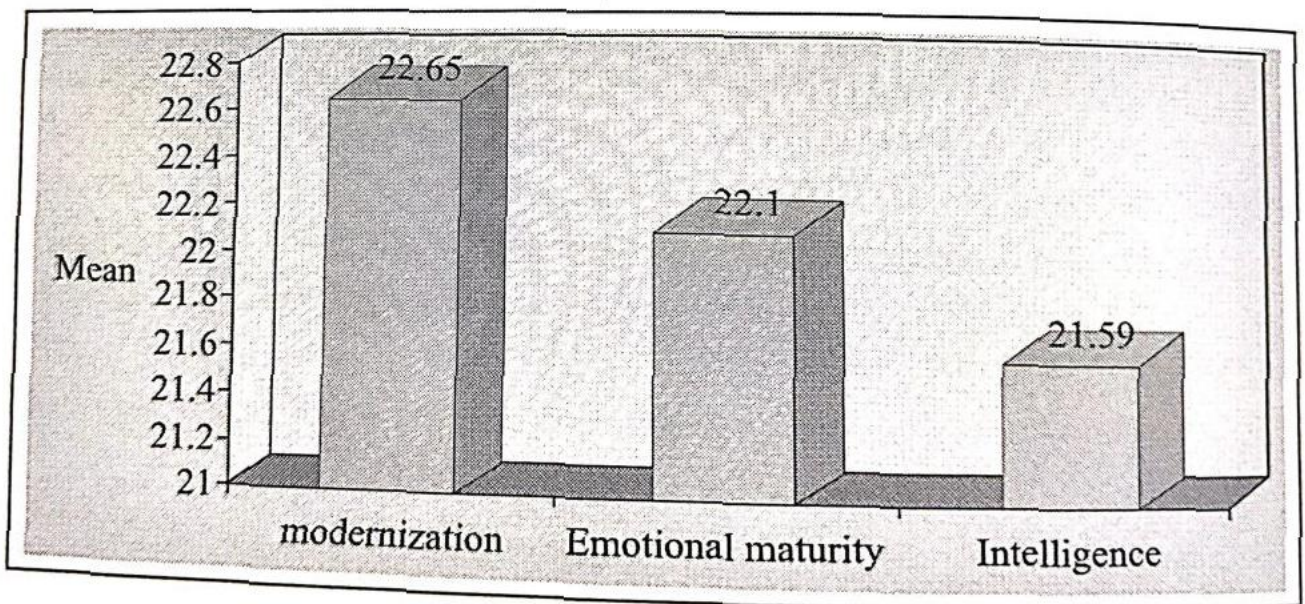


Fig. 5. Graph showing Difference of Mean Scores of Modernization, emotional maturity and intelligence among Adolescents (N=100)

Table and Figure 4 and 5 shows the coefficient of correlation between modernization, and emotional maturity of adolescent as 0.53, and the coefficient of correlation between modernization, and intelligence of adolescents as 0.66., out of three categories of adolescents significant positive correlation was found among modernization, emotional maturity and intelligence. This indicates that the process of modernization is leading to the development of emotional maturity and intelligence among adolescents. Therefore, hypothesis 2 stating, "There is no significant difference in the level of effect of modernization on Emotional Maturity and intelligences among adolescents" stands rejected.

CONCLUSION:

On the basis of the above discussion, the following conclusions were drawn that there is no significant difference exists between mean scores of modernization among adolescent boys and girls which indicates that adolescent boys and girls do not differ in their level of modernization. There is no significant difference exists between mean scores of emotional maturity among boys and girls adolescents which indicates that boys and girls adolescents do not differ in their level of emotional maturity. There is no significant difference exists between mean scores of intelligence among boys and girls adolescents which indicates that boys and girls adolescents do not differ in their level of intelligence. The results also show a positive correlation among modernization, emotional maturity and the level of intelligence.

This indicates that the process of modernization is leading to the development of emotional maturity and intelligence of adolescents. Education is an important factor in our lives. The role of education is prime factor in bringing change. Education and modernization are closely related to each other. Education helps to bring modernization and modernization helps to have better education. So education serves as an effective instrument of modernization.

In conclusion, modernization does not need to be prevented, but the mental preparation is necessary to accept and develop it and accept the modernization. Besides that, you must believe in becoming conscious with the social life and the education is very important to prepare you mentally. Modernization, which has a negative impact, must be rejected.

EDUCATIONAL IMPLICATION:

Most human problems arise from within the person and they are reflected in life situations. This stage of life is very crucial and parents and also teachers should take it as their priority otherwise their children will be emotionally weak and may develop behavioural problems in future. During this Period, the adolescents face the challenge of finding themselves, adjusting to complex psychological demands, setting targets and achieving them. The finding of the study will assist law makers, Educationalists, pedagogue and civil authorities in framing and guiding policies for those,

under whose care, the college students live. The investigation aims to create awareness of the various important dimensions that will enable college students to develop a healthy and holistic personality, thereby bringing about social change. The findings will provide the parents and the teachers a greater opportunity to know their adolescents better and their needs which in turn may lead to better adjustment with changing society among college students.

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