

CHAPTER-III

SCOPE AND SIGNIFICANCE

3.1.0 INTRODUCTION

Significance of the problem is an important part of research in which research points out the answer to the question or the solution to the problem which may influence educational theory or practice. A scientific study is based on hypotheses. Statement of objectives and formulation of hypotheses in advance of data gathering process is necessary for an unbiased investigation. The statement of the problem includes some terms and at this stage operational definition of the terms should be given so that statement of the problem may convey the specific meaning. Variables of the study must be defined clearly and unambiguously in the operational terms.

The feasibility of an investigation depends on the delimitations of the study. A study is delimited to its variables, sample, method, tools and statistical techniques of the study, so the delimitations of the study must be mentioned clearly. In the present chapter scope and significance of the study, objectives, hypotheses, operational definitions, delimitations and operational definition of the variables of the study is being presented in detail under the captions from 3.2.0 to 3.6.0.

3.2.0 SCOPE AND SIGNIFICANCE

Social maturity and self-confidence are very sensitive and delicate issues of the present era which is directly related to the upbringing of child by the parents.

It is generally understood that the seeds of social maturity and self-confidence are first sown in the family. The parents have big hands in nurturing social maturity and self-confidence in their children. It is believed that social maturity and self-confidence is the basic element for the grooming of one’s personality. Therefore social maturity and self-confidence is the need of the hour and both are two sides of the same coin. Both the factors are dependent on the healthy relationship of the parents and children.

Social maturity and self-confidence are related to each other, one is not possible without the other. Social maturity develops only with the development of self-
confidence. Likewise, self-confidence can be gained only through the social maturity of the individual. Henceforth, in such case parents and society, where school is a core element have great impact on the social maturity and self-confidence of the children.

The higher secondary school students are under the phase of personality development where social maturity and self-confidence are the basic components of personality development. The home where parents are the care takers of the young growing children and the schools where the teachers are the care takers of young growing children, have great responsibility on their shoulders to increase their social maturity and self-confidence of the students. Increase in social maturity and self-confidence in the young students means increase of sound and healthy individuals in the society which will lead to the healthy and prosperous nation.

In the present era where the personality development of the school students has become one of the major issues of the life, social maturity and self-confidence have a major role to play.

Social maturity of the students is seen to be declining day by day. The fast growing science and technology have led to the growth of self-dependency and this self dependency have though increased self-confidence in the individual but social maturity is lagging behind. Now, People hardly feel the need of social maturity since self-confidence is increasing in the individual. The current problems of life or the social problems faced by the current generation are because of the dearth of social maturity among the individuals. The present study will help the students to understand that self-confidence and social maturity must go hand in hand for a healthy individual development.

The parents are now giving importance to the improvement and increase of self-confidence in the child and giving less importance to the development of social maturity in their children. This study will help the parents to understand that both the factors are of utmost importance, as they are training their children to develop self-confidence to face this complex world forgetting the importance and urgency of social maturity in their children. The overall development of the child like nurturing of their potentialities and developing their academic skills are giving utmost priority by the parents which may increase self-confidence but at the same time the parents are
neglecting the social development of their children which is leading them to be more and more selfish and self-centered and develop self-praising attitude in them, and these three factors i.e. selfishness, self-centeredness and self-praise will never actually groom an individual to a healthy youth but such youth will always be a curse to the society.

School is a miniature society, school is a place where individual is groomed to serve the society and the responsibility lies heavy on the shoulder of the teachers who are said to be the makers of the destiny of the nations i.e. the youth of a Nation. The teachers are the sole guardians of the children at the school. The child gains self-confidence by getting an opportunity to explore his potentialities at the school. The child learns and achieves a lot from school. The varied co-curricular activities prescribed in the school curriculum helps in moulding the personality of the child. The varied activities at school which groom the child mentally, physically and emotionally helps him to develop self-confidence and social maturity in the child. Therefore, the teachers and the school organization have a big role in shaping the self-confidence and social maturity of the students. The present study will help the curriculum makers to form the curriculum in such a way so as to increase the level of self-confidence in the child by introducing better methods of teaching-learning process. It should be formed so as to increase the social and emotional maturity of the students by including integrated activities like academics, sports and cultural activities in a much broader scale so that every child in the school would be a part of the activity that happens at school. He should develop a sense of belongingness as like his home which may help in increasing his self-confidence and social maturity.

3.3.0 OBJECTIVES OF THE STUDY

The present study was taken up to fulfill the following objectives:

1. To study the correlation between parent-child relationship and social maturity of government higher secondary school students.
2. To study the correlation between parent-child relationship and self-confidence of government higher secondary school students.
3. To study the correlation between social maturity and self-confidence of government higher secondary school students.
4. To study the effect of parent-child relationship (Mother-child relationship, Father-child relationship and overall Parent-child relationship separately), gender, locale and their interaction on social maturity (component-wise and overall) of government higher secondary school students


3.4.0 HYPOTHESES

Following hypotheses have been formulated for the present study:

HYPOTHESES RELATED TO CORRELATIONAL STUDIES

$H_0\ r_{1.0}$ There will be no significant correlation between mother-child relationship and social maturity of government higher secondary school students.

$H_0\ r_{1.1}$ There will be no significant correlation between father-child relationship and social maturity of government higher secondary school students.

$H_0\ r_{1.2}$ There will be no significant correlation between parent-child relationship and social maturity of government higher secondary school students.

$H_0\ r_{2.0}$ There will be no significant correlation between mother-child relationship and self-confidence of government higher secondary school students.

$H_0\ r_{2.1}$ There will be no significant correlation between father-child relationship and self-confidence of government higher secondary school students.

$H_0\ r_{2.2}$ There will be no significant correlation between parent-child relationship and self-confidence of government higher secondary school students.

$H_0\ r_{3.0}$ There will be no significant correlation between social maturity and self-confidence of government higher secondary school students.

HYPOTHESES RELATED TO INTERACTIONAL STUDIES

$H_0\ I_{1.0}$ There will be no significant effect of Mother-child relationship, gender, locale and their interaction on personal adequacy dimension of social maturity of government higher secondary school students.
\( H_0 \, I_{1.1} \): There will be no significant effect of Mother-child relationship, gender, locale and their interaction on inter-personal adequacy dimension of social maturity of government higher secondary school students.

\( H_0 \, I_{1.2} \): There will be no significant effect of Mother-child relationship, gender, locale and their interaction on social adequacy dimension of social maturity of government higher secondary school students.

\( H_0 \, I_{1.3} \): There will be no significant effect of Mother-child relationship, gender, locale and their interaction on social maturity of government higher secondary school students.

\( H_0 \, I_{2.0} \): There will be no significant effect of Father-child relationship, gender, locale and their interaction on personal adequacy dimension of social maturity of government higher secondary school students.

\( H_0 \, I_{2.1} \): There will be no significant effect of Father-child relationship, gender, locale and their interaction on inter-personal adequacy dimension of social maturity of government higher secondary school students.

\( H_0 \, I_{2.2} \): There will be no significant effect of Father-child relationship, gender, locale and their interaction on social adequacy dimension of social maturity of government higher secondary school students.

\( H_0 \, I_{2.3} \): There will be no significant effect of Father-child relationship, gender, locale and their interaction on social maturity of government higher secondary school students.

\( H_0 \, I_{3.0} \): There will be no significant effect of parent-child relationship, gender, locale and their interaction on personal adequacy dimension of social maturity of government higher secondary school students.

\( H_0 \, I_{3.1} \): There will be no significant effect of parent-child relationship, gender, locale and their interaction on inter-personal adequacy dimension of social maturity of government higher secondary school students.

\( H_0 \, I_{3.2} \): There will be no significant effect of parent-child relationship, gender, locale and their interaction on social adequacy dimension of social maturity of government higher secondary school students.
There will be no significant effect of parent-child relationship, gender, locale and their interaction on social maturity of government higher secondary school students.

There will be no significant effect of mother-child relationship gender, locale and their interaction on self-confidence of government higher secondary school students.

There will be no significant effect of father-child relationship gender, locale and their interaction on self-confidence of government higher secondary school students.

There will be no significant effect of parent-child relationship gender, locale and their interaction on self-confidence of government higher secondary school students.

3.5.0 DELIMITATIONS OF THE STUDY

The present study has the following delimitations:

1) The present study was conducted only on the students of government Higher Secondary school level.

2) The study was limited to the students of Durg district of Chhattisgarh state only.

3) The study was limited to the students of Government Hindi medium school only.

4) The sample for the study was drawn from the students of class XI only.

5) The sample for the present study consists of both male and female students.

6) The sample for the present study was restricted to a sample of 753 students studying in class XI only.
3.6.0 OPERATIONAL DEFINITIONS OF THE VARIABLES

3.6.1 PARENT-CHILD RELATIONSHIP

Parent-child relationship is operationally defined as the total scores obtained by the individual on the Parent-child relationship scale (PCRS) developed by Dr. Nalini Rao (revised version 2011), which includes ten dimensions namely Protecting, Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting.

3.6.2 SOCIAL MATURITY

Social maturity is operationally defined as the total scores obtained by the individual on the Rao’s Social maturity scale (RSMS) developed by Dr. Nalini Rao (revised version 2011), which includes three dimensions namely Personal Adequacy, Interpersonal Adequacy and Social Adequacy.

3.6.3 SELF-CONFIDENCE

Self-confidence is operationally defined as the total scores obtained by the individual on the Agnihotri’s Self-confidence inventory (ASCI) constructed by Dr. Rekha Gupta (2005).

In the next chapter methodology and research design has been provided.