INTRODUCTION
CHAPTER I

INTRODUCTION

Development refers to systematic continuities and changes in the individual that occur between conception and death. To grasp the meaning of development, we must understand two important processes that underline developmental changes: maturation and learning. Maturation refers to the biological unfolding of the individual according to species typical biological inheritance and an individual person’s biological inheritance. Maturation is partly responsible for psychological changes such as our increasing ability to concentrate, solve problems, and understand another person’s thoughts or feelings. We humans are so similar in many important respects is that our common species heredity guides all of us through many of the same developmental changes at about the same points in our lives.

The second critical developmental process is learning the process through which our experiences produce relatively permanent changes in our feelings, thoughts and behaviours. Many of our abilities and habits do not simply unfold as part of maturation; we often learn to feel, think, and behave in new ways from our observations of interactions with parents, teachers and other important people in our lives, as well as from events that we experience. This means that we change in response to our environment – particularly in response to the actions and reactions of the people around us. Of course, most developmental changes are the product of both maturation and learning.

Each society has a set of emotional display rules that specify the circumstances under which various emotions should or should not be expressed (Green and Ballif, 1991; Harris, 1989). An ability to regulate emotions is the first skill that children must acquire to comply with a cultural emotional display rules. Indeed, these prescriptions often dictate that we not only suppress whatever unacceptable emotions we are experiencing, but also replace them with whatever feeling the display rule calls for in that situation. Clearly, this socialization of emotions works for the good of society: even in an individualistic culture such as the United States, children’s increasing compliance with emotional display rules is largely motivated by a desire to
maintain social harmony and to avoid criticism (Saarni, 1990; Zeman and Garber, 1996). Children who have mastered these emotional codes of conductance were viewed as more likeable and more competent by their teachers and peers (Jones, Abbey and Cumberland, 1998).

Developmental stages

Piaget's cognitive ability which makes understanding possible, develops in two major periods involving four stages of sensory motor stages, the preoperational stages, the stage of concrete operations and the stages of formal operations. During sensory motor stages of children begin to develop an understanding of themselves as separate and distinct from the environment, causality, time and space. The sensory motor stage extends from birth to the time when children are two years of age. Preoperational stage of development which extends from 2 to 6 years of age is the time when children are capable of using language and symbolic thinking. Concrete operations stages of development, extends from the time children are 6 years of age until they are 11 or 12 years old. At this time, the vague and nebulous concepts of the preschool years become concrete and specific.

Formal operations stages of development begins around the age of 11 or 12 years and extends onwards as children are capable of considering all possible ways of solving problem and are able to reason on basis of hypotheses and propositions.

Physical Maturity

Physical maturity is easy to discern and its standards generally accepted. Each higher level of maturity is more difficult to ascertain and there is less agreement on its characteristics. In female puberty is the body maternity to make reproduction possible. Female hormones play a role in this transition. Estrogen is the hormone responsible for female body development and maturity. Menstruation is often seen as the banging of womanhood. It happens to signal that a female in physical is ready to conceive offspring. Some studies show that life changing religious spiritual experiences are significantly related to health. This aspect of
religious history seems to be significantly associated with both physical and mental health. Of all mammals, human beings are the most immature at birth and require the longest period of development before they are capable of all the activities and skills characteristic of their species. In general, the higher on the phylogenetic scale the organism is, the more complex its nervous system and the longer the time required to reach maturity. For example, the lemur, a primitive primate, can move about on its own shortly after birth and is soon able to eat adult food and fend for itself. The human offspring is dependent for many years and requires a long period of learning and interaction with others before becoming self-sufficient. Developmental psychologists study psychological and cognitive changes across the life span and how these are affected by a person’s genetic predispositions, culture, circumstances and experiences. Some focuses on children’s mental and social development, including socialization, the process by with children learn the rules and behavior expected of them by society. Physical age does not seem to be the important variable in these studies, rather the degree of psychological, social and moral maturity that generally comes with age. Being able to control your physical desires, passion and impulses could be considered another aspect of physical maturity. A physically healthy and active person may be disfigured and disgusting emotionally, intellectually, morally or otherwise and this may not be readily apparent.

**Emotional development**

The first sign of emotional behavior is general excitement due to strong stimulation. This diffuse excitement is reflected in the newborn’s activity. Emotional expressions are recognizably similar to those of adults.
Emotional effect children’s personal and social adjustments

1. Emotions add pleasure to every experience.
2. Emotions prepare the body for action.
3. Emotional tension disrupts motor skills
4. Emotions serve as a form of communication.
5. Emotions interfere with mental activities.
6. Emotions act as sources of social and self evolution.
7. Emotions affect social interactions, psychological climate and leave their mark on facial expressions.

Motor development

It means the development of control over bodily movement’s through the coordinated activity of the nerve centers, the nerves and the muscles. It depends on neural and muscular maturation, good health, emotional catharsis, independence, self entertainment, socialization, self concept and motor development of human being.

Social Maturity

This sort of maturity had to do with how well people understand the nature of the social world they live within. Social maturity is what enables us to function as healthy adults. Without it we end up having a difficult time ourselves or causing a lot of difficult time for other people. A high degree of social maturity had something to do with a high degree of social skill but these two things are not same.

This theory of social maturity that I want to talk about is the work of Harvard psychologist Robert Kegan and was first described in his brilliant book ‘The evolving self’. In order to understand Kegan’s theory of social maturity we first have to understand Piaget’s earlier theory of cognitive maturity. Kegan’s work are essentially Piaget’s ideas which have been reworked broadened abstracted and applied to the social realm.
Singh Sengupta, & Sunita (2003) examined the Socio-cultural determinants of the low representation of women in top managerial position in Asian organizations and also studies the issues from individual and organizational perspective. 129 male and 71 female managers working in South-East Asian countries participated in the study, among them 32 were from Sri Lanka, 20 each from Nepal and Bangladesh 15 from Korea and 113 from India. Data was collected using structured interviews and questionnaires. Findings revealed that both male & female respondents perceived that societal culture has an important bearing on our thought processes and nature. Managers reported organizational culture to be favorable to men. Male respondents believed more in hierarchical relationship, which supported the nation that Asian societies are hierarchical in nature and affect inter personal relationships of people. In Asian society men are perceived to be assertive and commanding where as women are expected to comply, obey and be submissive and docile.

Males and females perceive themselves to have different roles in the social space, men are expected to maintain external contacts, where as women were expected to fulfill their family responsibilities. Women gave greater importance to self-actualization and men to happiness as values they wanted to realize in their work place women managers reported family to be central in their work. Often it was women who sacrificed promotions for family commitments. Women managers felt that women were often offered such arrangements. It was concluded that if effective work-life policies are adopted, which support dual earner couples, employers would get benefit in turn. Study indicate that economic expansion that generates a tight labor market could get women managers more job opportunities. Women should be given more opportunities for strategic assignments and job rotation to improve their promotional prospect. Recognition of best practices through awards can act as an important incentive in promoting women.

Erikson's theory of social emotional development is worth considering in helping to determine maturity and readiness for marriage. From this theory a person should have successfully dealt with the crisis to establish a healthy measure of trust, autonomy, initiative, accomplishment and identity before they are ready for intimacy, the level at which a person develops the ability to give and receive love needed to
begin making long term commitments to relationships. This stage is followed by the stages of generativity, which relates to having a family and integrity, an acceptance of the worth of one’s life.

EMOTIONAL MATURITY

Emotion is a ‘moved’ or stirred-up state of an organism. It is stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer. “A process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personally.” In brief emotional maturity can be called as process of impulse control through the agency of “self” or “ego”. (Walter D. Smithson 1974).

Nature of Maturity

(a) One of the most obvious pathway of development long emphasized by Sigmund Freud & Frang Alexander is from the parasitic dependence of the fetus to the relative independence of parent, with parental capacity for responsibility for spouse and child.

(b) Maturity is relative freedom from the well known constellation of inferiority, egotism and competitiveness.

(c) Maturity consists in the conditioning and the training necessary for socialization and domestication.

(d) Another important attribute of maturity is a firm sense of reality.

(e) Hostile aggressiveness using the term to include all sorts of anger hate, cruelty and belligerency is always a sign of emotional irrational threat.

(f) Another important attribute of maturity is a firm sense of reality.

(g) Another characteristic of maturity is flexibility and adaptability.

Emotion is an affective experience that accompanies generalized linear adjustment and mental and psychological stirred up states in the individual and that shows itself in his overt behavior.
The concept 'Mature' emotional behavior at any level is that which reflects the fruits of normal development. Maturity refers that to promotes physical and psychology well being. The mature person possesses a well developed value system, an accurate self concept, stable emotional behavior, satisfying social relationships and intellectual insight. Maturity had not received a great deal of explicit attention in the literature. Description of libidinal development had been yielded the formulation of the “Genital level” and “object-interest (Freud, 1924)”. A person is to be emotionally mature if he does not carry away with his emotions. (Saul 1957) aptly remarked- “The concept of emotional maturity is called the master concept of our time. It is probably the most important contribution of modern psychiatry. An adequate theory of emotional maturity must take into account the full scope of the individuality, power and his ability to enjoy the use of his powers. An emotionally mature person has the capacity to with stand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He had belief in long term planning and is capable of delaying or revising expectations in terms of demands of situations. An emotional mature person has the capacity to make effective adjustment with himself, members of his family society and Culture. Emotional support in turn refers to the act of listening and showing empathy towards others when a friend shares a problem with your. You show emotional support by being then listening non-judgment and making yours belief available bonding sharing, common experiences can activate either type of support social support can increase or restore the health & personal relationship.

The process of maturity emotionally is news complete for a person in fairly and health mentally continues to grow more mature in his attitude towards life & toward himself as long as he lives. Therefore when we say that a major aim of a good educational program is to help learner to gain emotional maturity, what we mean is not the achievement of a certain end product that can be graded or rated on graduation day, but rather seeking to help the child in process of development that continues long after most people leave school.

Many attempts have been made to define emotional maturity. “in psychological writing – The definition of maturity had frequently been a rather negative one. The emotional maturity essentially involves emotional control had been
A prominent feature in some definition. According to this view the emotionally mature person is able to keep a lid on his feelings. He can suffer in silence, he can bide his time in spite of present discomfort. He is not subject to swings in mood. He is not volatile when he does express emotional he does so with moderation decently and in good order. He is not carried away by his feelings. He had considerable tolerance for frustration soon. Actually in writes opinion a person can live up to all of this perception and still be and abjectly immature person as well as a very cold unemotional person. Emotional maturity is something that we must develop to respond to situation in a mature responsible manner. The emotionally mature person had high self esteem, which permits a greater degree of intimacy and interdependence in a relationship. Emotional maturity allows people to respond appropriately to situations. When conflict arises emotionality mature person (people) aim to resolve it, rather than becoming defensive or threatening to end the relationship. In the present circumstances youth as well as children are giving rise to many psycho-somatic problems such as anxiety tensions, frustrations and emotional upsets in day to day life. So the study of emotional life is now merging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Available tests are crude and measure the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says and it must be preceded by acceptance from others. Actually emotional maturity is not only the effective determinant of the personality pattern but it also helps to control the growth of adolescent’s development. The concept “mature” emotional behavior of any level is that which reflects the fruits of normal emotional development. A person who is able to suffer without self pity might still be emotional stunned and childish.

Kaplan and Baran elabrate the characteristics of an emotionally mature person, says that he had the capacity to withstand delay in satisfaction of needs. He had the ability to tolerate a reasonable amount of frustration. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child had the capacity to make effective adjustment with himself, member of his family, society and culture. But maturity
means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

Marriage

Marriages are highly personal relationships, but they do not take place in a vacuum. They take place in a society which had developed ideas about how husbands and wives are supposed to act towards each other. They take place in a society which had developed certain ways of meeting the everyday needs of food, shelter, and the clothing and had established certain levels of livings as legitimate expectations. Marriage is socially sanctioned union of husband and wife with the expectations that they will assume the responsibilities and play the roles of married partners. Marriage arises out of unusual situations or personal inclinations. But there is growing evidence that family life continues much as it always had (Barthel 1976, Gtick 1976) family roles learned in childhood tend to be continued in adulthood, and it is in marriage and family life that most basic human needs are satisfied. Marriage American style is alive as well as in the foreseeable future it will probably remain essentially as we know it today. The majority of people who marry will stay married (Hudson, 1975).

Marriage is a critical role transition point for couples marrying for the first time. It involves moving on from their families and from the orientation phase of their development to unfamiliar husband and wife relationship. In this stage husband and wife concentrate their attention on their interpersonal relationship within the marriage and on their major goal of adjustment to life as married pair. “Marriage is a thing you have got to give your whole mind to (Henrik Ibsen) “Marriage is not an answer, but a search, a process, a search for lift, just as dialogue is a search for truth (Sidney Jourard).Marriage is a compact relationship sealed with love that can’t be broken. It is promised between two consenting adults to join their lives and stick together through thick and thin good times and bad, until life comes to an end. This is the Indian concept of marriage and when we think of marriage in Indian context, there is nothing like marital happiness or unhappiness the couple must create the happiness in marriage. They should start their life with this thought only. But unfortunately during the last few decades the world ‘marriage’ has been influenced by the American concept of marriage. But the very fact is that to be happy in marriage one needs
mature love and not the romantic love duly, because mature love had a spiritual dimension that alters a person profoundly and changes him or her from a self-oriented person in matured marital love, the beloved is welfare and happiness becomes more important than your own. We think that real love is the accurate estimate and supply of another's needs. Married employed women thus need both general social supports. Both support and rejection in these domains need to be assessed as positive and Negative network interactions have been found to be independent (Hirsch and Rapkin 1986, Rook 1984). The quality of ties with several different social network members is also interest. There is general agreement that whether the husband supports the wife's working is critical to her experience of marital and job conflict (Andisani and Damrell 1978), Holahan and Gilbert (1979), Lewin and Damrell 1978).

Women have been responsible for home and family. The entry of married women into the paid labor force had not substantially lessened their responsibilities to home and family. Studies of household tasks have found that married women continue to be responsible for the great majority of tasks regardless of their employment status (Haw, 1982). The principle burdens of multiple roles seem to fall, disproportional on women. The working women are confused and her attitude as well as that of her husband and society towards her being in job is ambivalent. She wants to be taken and respected as a sincere and efficient worker. Although her husband and society wants her to take up job, they want her to develop an independent personality and expect her to be an obedient, submissive and efficient housewife modem life is full of stress. Urbanization industrialization and increase in scale of operations in the society are causing increasing stresses.

**Marital Satisfaction**

Satisfaction marital in relations is the most basic ingredient of marital adjustment according to Schneider (1960). Marital adjustment through sexual adjustment is most significantly related to marriage and latter has much more to then mere sexual adjustment. On sexual satisfaction marriage generally is the one most central interpersonal relation in adult life and due to it intimate defense and long lasting nature as many additional dimensions and adjustment in marriage need to be understood in much greater detail. In context of partners’ marital adjustment means