

**Effect of Social Networking on Emotional and  
Social Maturity in Adolescent**

**By**

**J. Iswarya**

**(12PCP002)**

**Thesis Submitted to**

**Avinashilingam Institute for Home Science and Higher Education for Women  
Coimbatore-641 043**

**In partial fulfillment of the requirement for the  
Degree of Master of Science in Counselling Psychology**

**March, 2014**

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**Certified as a Bonafide Research Work**

*D. S. Rohini*

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Signature of the

**Head of the Department**

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31.3.14

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**Supervisor**

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# *Abstract*

## **Abstract**

*A study on effect of social networking on emotional and social maturity in adolescents. Four hundred questions were distribute in urban and rural area for the sample, three hundred and ten were collected in both gender (boys=150, girl=160). The required information was collected through demographical data, Emotional Maturity Scale developed by Dr. Yashvir Singh and Mahesh Bhargava (1990) and Social Maturity Sale developed by Roma Pal (1896).Data was analyzed by ANVONA and Pearson Co-efficient of Correlation. The result of the study shows there is negative significant between emotional and social maturity. The female score high in emotionally immature and social networking usage than male.*

# *Introduction*

# Chapter – I

## Introduction

One of the best new developments on the web has been that of social networks. A social network is a website that allows people to connect with friends and family, share photos, videos, music and other personal information with either a select group of friends or a wider group of people, depending on the selected settings.

Social networks like Facebook, Myspace and LinkedIn are great ways of keeping in touch with friends and family around the world as well as making new connections with people based on similar interests or professions (Krämer & Winter, 2008). It has become a robust means of communication in society, especially among young adults. For many, they not only serve as a form of communication, but also as a means of self-expression and managing one's identity and lifestyle (Livingstone, 2008).

### Benefits of Social Networking Sites

A social networking site is a good way to make connections with people with similar interests and goals. This is the way to connect with or "meet" people that a student may not have had the opportunity to, before-including other students, staff, faculty and even alumni. Just as social media provides another avenue for making friends; it also makes it possible to renew old ones.

### Characteristics of Social Networks

1. **User-based:** Online social networks are built and directed by users themselves. Without the users, the network would be an empty space filled with empty forums, applications, and chat rooms. Users populate the network with conversations and content. The direction of that content is determined by **anyone** who takes part in the discussion. This is what makes social network so much more exciting and dynamic for Internet users.

2. **Interactive:** Another characteristic of modern social networks is the fact that they are so interactive. Thus social network is not just a collection of chat rooms and forums anymore. Websites like Facebook are filled with network-based gaming applications, where one can play poker together which most people are choosing over television today - because it's more than just entertainment, it's a way to connect and have fun with friends.
  
3. **Community-driven:** Social networks are built and thrive from community concepts. Communities or social groups around the world are founded on the fact that members hold common beliefs or hobbies.
  
4. **Relationships:** Unlike the websites of the past, social networks thrive on relationships. The more relationships that one has within the network, the more established they are toward the center of that network
  
5. **Emotion over content:** Another unique characteristic of social networks is the emotional factor, the social network actually provides users with emotional security and a sense that no matter what happens, and their friends are within easy reach. Whether suffering through divorce, break-up or any other family crisis, people are finding that the ability to jump online and communicate directly with a circle of friends provides a great deal of support in an otherwise unmanageable situation (Ryan Dube, 2007).

### **Types of Social Net Working User**

- **Netpreneurs:**  
People who accessed the sites for the sole purpose of making money (4%).
  
- **Connectors:**  
People who revel in passing on information and links whenever they come across something they find interesting (10%).
  
- **Transumers:**  
People who follow the lead of others and join groups connected to their hobbies (28%).

- **Collaborators:**  
People who use social networking sites to create events (5%).
- **Essentialists:**  
People who use social networking sites to stay in touch with friends and family (38%).
- **Scen Breaking:**  
People who hunt down new bands and talent online and share that through the site (5%).  
(Jack McKee,2008)

### **Social Networking Usage in Young People**

A recent survey of college students in the U.S. showed that social networking sites are used for social interaction with offline acquaintances in order to maintain friendships rather than to make new friends (Ellison et al., 2007). In fact, these authors found a strong positive relationship between Facebook use and social capital, or the resources gained through social interactions. Surveys of teens and college students with social networking site memberships, reveal that youth primarily use these sites to stay in touch with friends they see often and those whom they see rarely (Lenhart and Madden, 2007 and Wiley and Sisson, 2006, November). In addition, about half of teens use social networking sites to make new friends (Lenhart & Madden, 2007) and about half of college students use them to let others “know about me” (Wiley & Sisson, 2006).

### **Benefits of Social Media Net Working for Students**

It is observed that people praise the role of social media in their daily life, while referring to students for usage the disadvantages are highlighted over the advantages. It is no doubt hindrance in their education in their studies, never the less it has its own benefits.

1. Connecting them to the world
2. Increases the knowledge
3. Marketing
4. Epilogue reason (Milley Wills, 2013)

## **Benefits to People in Business**

When a business objective is define whether **creating brand awareness, relationship building or driving new sales**, one can work in parallel on all of them. It is just a question of how well one manages their position through social media networks in business you will manage to position your business on the major social media networks.

### **1. Showcase Your Brand**

Handling a strong social media presence is an efficient way to build the company's reputation and showcase the business. Regularly updating prospects on all the brand and social happenings, people subconsciously start to view the company as an authority.

### **2. Develop a loyal community of prospects**

Community strength is a very powerful branding force, and social media offers exactly this kind of relationship-building opportunity that is virtually limitless. The best chances for brands to create a massive community of loyal and active customers.

### **3. Increase digital exposure**

Statistics have proven that interacting in social media networks even 2-3 times per week can significantly increase the online presence in both traditional and digital market space, while it built new relationships outside the four walls of the office.

### **4. Enhance company trustworthiness**

Social media channels are proactive tools when it comes to increasing the company trustworthiness. Social media can be a great source of customer service, transforming negative customer's experience into a positive outcome for the business.

### **5. Expand sales**

Social media helps you easily discover your customers' preferences so that focus on meeting their special needs and expectations, gain proficiency in that exact niche, excel your product list, and research your competitors.

### **6. Boost traffic and search engine ranking**

Businesses people can easily use that privilege by optimizing keywords in the title and description in a way that reflects the search queries.

## **7. Cut marketing costs**

Social media marketing is one of the most affordable ways to brand your business. Promoting the products on social media platforms will increase your return on investment (ROI) (Admin, 2013).

### **Barriers to Social Net Working (Facebook)**

Multiple groups have done studies on Facebook and they have determined this networking site causes eating disorders. Now this is surely a study that has Mark Zuckerberg and his 1.11 billion users scratching their heads. Certain types of material trigger specific reactions that lead to dangerous behavior. This behavior is most often found in women and young girls. It is a commonly observed phenomenon with females, particularly young ones, that they often become insecure with their body. However, that is not to say all females dislike their bodies, they are just more susceptible to superficial influences (Schelett Rickenbacker, 2014).

### **Advantages of Social Networking**

Social networking is a potential in enhance connectively like sifting through business cards to remember the details of persons and their credentials more early by connecting to network LinkedIn serve has a value business tool, with millions of people as member like herring manages from many top companies the platform encourages users to connect with people in their own organization and also with likeminded colleagues in a different country.

### **Disadvantages of Social Networking**

The primary disadvantage of social networking is that most people don't how to use network effectively due to lack of knowledge and inclination that networking active is not worth time in western. It is important that one is focused when networking and resist temptation to waste time on unrelated topics. The golden rule of social networking is to avoid in putting anything personal online that could reflect bodily on their self and business (Mikoluk, 2013).

### **Emotional Maturity**

Emotional maturity is defined as “the ability to control one's emotions”. Part of being emotionally mature is having the ability to handle anger, insecurity, disappointment, fear, guilt, grief or jealousy (Tanisha Amos, 2013).

Emotional maturity is the capability of a person to control their emotions and not let their emotions control them. There are several things you may feel like doing because of your emotions people do things that they like based on their emotions make them do the right thing and may even help them to remain calm in the most difficult situations.

### **Emotional Maturity; Understanding and Influencing Factors**

Emotional Maturity is an aspect closely related to personality. Personality is what will shape the individual there in daily life for themselves and their environment. A person able to think objectively is said to be an emotionally, matured person. Emotional maturity is an expression of emotion that is constructive and interactive. Individuals who have reached emotional maturity is characterized by the presence in their ability to control emotions, to think realistically, understand themselves and be able to show emotion when and where appropriate.

Emotional maturity is influenced by several factors, both internal (from within oneself) or external factors (outside of yourself), which include:

- A good adjustment is the ability to function as a human being depends on oneself. It must be developed gradually and continuously with age and maturity. Each person in his life always changes continuously therefore he needs the ability to adapt to the environment around him.
- Social atmosphere, the family environment and the communities related to the socialization processes can help shape a person into a mature individual (Budiyanto Bercahaya, 2013).

Emotionally immature people are emotionally dependent. They seek to find reasons to justify their feelings and often are skilled at manipulating others. Rather than accept what is, emotionally dependent people tend to be obsessed about how to get others to think like them. They will resort to unhealthy behaviors to get their way, even if it costs them what was once a loving relationship (Roger Allen, 2013).

## **The Characteristics for Emotional Maturity**

The emotionally mature people will be able to deal constructively with reality, They have a capacity to adapt in any situation that is free from mental botheration. Mature people find more satisfaction while they realize their capacity to relate with other people in a consistent manner with mutual satisfaction and helpfulness. They are oriented with present rather than past, the self-motivation and effort help them to be creative to do novel things (Krystal Kuehn, 2010).

## **Characteristics of Emotional Immaturity**

Emotionally Immature people have some characteristic like Explosive behavior, temper tantrums, low frustration tolerance, responses out of proportion to cause, oversensitivity, inability to take criticism, unreasonable jealousy, unwillingness to forgive, and a capricious fluctuation of moods, Overly-dependent, egocentricity, impulsively and thoughtless (David Hawkins, 2007).

## **Signs that Relationship Lacks of Emotional Immaturity**

- Being physically or emotionally distant, especially during a confrontation
- Demanding rather than requesting certain actions / behavior
- Getting angry when the other person expresses a need
- Constantly calling and texting while away from one another for attention (Gabrielle Henderson, 2012)

## **Social Maturity**

### **Definition**

Social maturity involves learning to appropriately relate to acquaintances, family, neighbours, friends, and intimate relationships. It involves understanding how to honour and respect those in authority (Hira, 2013).

Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behaviour. Social maturity is a long process to be

socially mature, students should be exposed to those people who are socially mature so they can pattern their behaviour accordingly. The students can try to reach the expectations of the social system, parents, teachers, siblings and peers who matter to them.

### **The Nature of Social Maturity:**

The maturity of a student is influenced by various social factors as under:

#### **(i) Concept of Independence:**

An individual requiring modifying his behaviour in terms of asserting his independence and seeking aid or relief in the socio cultural context is termed independence.

#### **(ii) Self Control:**

Self control as a part of social maturity is necessary to overcome false decision making and facing the consequences. Acquiring self control is partly maturational and partly learnt behaviour.

The students studying in a secondary school understands that society does not expect him to regress to childhood behaviour at this age so he attempts at come up to the expectations of the society and this he achieves by controlling his behaviour.

#### **(iii) Stress:**

Everybody has to overcome stresses. Every time there is a stress situation, a mature individual mobilizes the available resources and utilize. Then to the best of his ability is portrayed overcoming in the stress.

#### **(iv) Social maturation:**

Socially mature are aware of their roles. During the! process of social growth students learn to live up to the expectations of the! society in which they live. Ability to Size Up a Social Situation is another component of social maturity on how to react to it appropriately (Tanvi Jain, 2013).

### **Adolescence**

## **Definition**

Adolescence is defined as the period of life that starts with the biological changes of puberty and ends at the point at which an individual attains a stable, independent role in society (Mo Costandi, 2014).

Adolescence begins with the onset of physiologically normal puberty, and ends when an adult identity and behaviour are accepted. This period of development corresponds roughly to the period between the ages of 10 and 19 years, which is consistent with the World Health Organization's definition of adolescence.

## **Characteristics of Adolescent Social and Emotional Development**

### **Labile Emotions**

Adolescents often shift the moods rapidly, that encourage them to exacerbate with emotional states.

### **Personal Identity**

Adolescence is the period that promotes them to personal and social identity to place them in a society.

### **Peer Relationships**

During adolescence, relationships with peers begin to take precedence over relationships with the family. They strongly influenced by their peers' beliefs and behaviours towards society.

### **Independence and Testing Boundaries**

Adolescents often rebellious behavior and earn more independent to achieve their potential.

### **Self-centered Attitudes**

Adolescents who look at circumstances from other people's perspectives. They might come off as self-centered and focused on own needs with independently (Anderson, 2014).

### **Issues Affecting Adolescents**

The transitional period between childhood and adulthood is characterized by physical and psychological changes that can be awkward but also exhilarating as adolescents discover new

and different experiences. A number of social, economic, and individual factors concern parents and communities alike. Helping teens balance these different areas may prevent, or reduce, situations that could prove problematic. As friends and appearance become more important, family and community groups become less important. In the process of seeking autonomy, they may indulge in inappropriate activities and take perilous risks.

- Eliminating Violence
- Peer Pressure
- Denouncing Bullies (Lillian Wade, 2014)

### **Need and Problems of Adolescence**

Adolescence is a crucial period in the life of an individual with its characteristic needs and problems of adjustment. Every adolescent has certain needs, the satisfaction of which is essential to continued physical and others aspects of development. There are certain basic needs like security, love, approval to satisfy their ego. Adolescent strive to wean himself has to be independent to expose the knowledge or by gaining from society. The social and emotional maturity guided them to express their thought and achievements to bring good results (Sajid, 2012).

### **Relationship between adolescents and social networking**

Social networking sites and technology become a staple of contemporary life. The observable and foreseeable effects of social network sites on adolescents from a psychological perspective, specifically with an interest of ultimately understanding the impact of these sites on the quality of their personal, face-to-face relationships (Manimtim, 2009).

Adolescence, in generally understood as a time of social learning and developing. There is an elevated power in the social environment, from dress to language, and social network sites certainly foster a greater opportunity to aware undeniable positives. Without recognizing the dilemma it create, more susceptible and vulnerable to being judged by peers (Carpenter and Slausen, 2009).

According to a survey, adolescents experience social networking as a challenging and satisfying exercise. Many are into social networking on a good chunk of their daily bases but they still prefer communicating face to face. The mixed feelings that teens have about digital communication sheds new light on a population growing up immersed in online technology, that promote the adolescents to addiction towards social networking, this brings down the behavioral and developmental effects on youth (Kang, 2012).

### **Need for the study**

Social networking that began as a concept of entertainment has gained wide popularity resulting in enhanced knowledge and challenges depending on one's perception.

Social network, such as Facebook and Twitter, have become nearly inescapable facets of modern life, particularly for adolescent. This social net work makes people closer to society that promotes its usage more and more. Social network has become part of life that may be good or bad to people. Studies suggest that social networking is a monster for the people which affects their emotion and social maturity. These difficulties give rise to many problems such as social cyber crime, intimate relationship problem, jealous, and emotional problem. This study is an attempt to identify the emotional and social maturity of person while using the social networks. This would help adolescents in rethinking about the consequences of networking to be on guard and remain on safe sites.

# *Review of Literature*

## Chapter - II

### Review of Literature

The review of literature pertaining to the study, "Effect of Social Networking on Emotional and Social Maturity in adolescents", is categorized under the following headings

- ❖ Social networking
- ❖ Emotional maturity
- ❖ Social maturity
- ❖ Adolescents

#### **Social networking**

Pentina and et al., (2013) conducted a research on brand relationship perspective to investigate how users of a social network site (e.g. Facebook and Twitter) perceive the quality of their relationship with those sites and their intention to continue to use them, as well as the intention to continue using the hosted brands that they "follow" through the social network site. In addition, the role of matching a user's personality to the perceived personality of the social network site is explored as an antecedent to perceived relationship quality with the social network site. Survey responses from 284 Twitter and Facebook users were collected, and Smart PLS path modeling was used to test our hypotheses. Findings confirm that individuals join and form stronger ties with social networks that convey similar personality characteristics to themselves. Study findings also reveal that perceived strength of relationship quality with an online network brand not only facilitates future intentions to continue using this network and recommend it to others but also strengthens preferences for other brands utilizing this network for marketing purposes.

Manjunatha (2013) examined The Usage of Social Networking sites Among the College Students in India. This survey was mainly done in the urban regions and rural areas were left out mainly assuming lack of availability of computer networks to the rural students. The sample randomly consists of 500 respondents between age group of 18 to 26 college and university students were selected with the help of empirical data. Results indicated that Social Networking

Sites (SNS) has significantly increased and it certainly has far reaching impacts on the academic and other activities of the students.

Amy (2011) studied effect of Facebook exposure on self-esteem. Objective Self-Awareness (OSA) from social psychology and the hyper personal Model from computer-mediated communication were used to argue that Facebook would either diminish or enhance self-esteem respectively. The results revealed that, in contrast to previous work on OSA, becoming self-aware by viewing one's own Facebook profile enhances self-esteem rather than diminishes it. Participants that updated their profiles and viewed their own profiles during the experiment also reported greater self-esteem, which lends additional support to the Hyper personal Model. These findings suggest that selective self-presentation in digital media, which leads to intensified relationship formation, also influences impressions of the self.

Valkenburg, Peter and Schouten (2006) conducted a survey among 881 adolescents (10–19-year-olds) who had an online profile on a Dutch friend networking site. Using structural equation modelling, it was found that the frequency with which adolescents used the site had an indirect effect on their social self-esteem and well-being. The use of the friend networking site stimulated the number of relationships formed on the site, the frequency with which adolescents received feedback on their profiles, and the tone (i.e., positive. negative) of this feedback. Positive feedback on the profiles enhanced adolescents' social self-esteem and well-being, whereas negative feedback decreased their self-esteem and well-being.

### **Emotional Maturity**

Kumar (2014). Conducted a study on emotional maturity of adolescent students in relation to family relationship. The sample consist of 60 adolescent students (30 boys and 30 girls) of higher secondary level were taken from Karnal city. Dr. G.P. Sherry and Dr. J.C. Sinha Family Relationship Inventory was used to measure the family relationship and Dr. Yashvir Sinha and Mahesh Bhargava Emotional Maturity Scale to assess the emotional maturity. The testing of hypotheses was done by using ‘r’ test to find out the relationship and ‘t’ test was used to comparing the score of two groups (boys and girls). The result reveals that there is a significant difference in emotional maturity of boys and girls adolescent. The result also reveals

that there is significant relation between emotional maturity and family relationship of adolescent students.

Roja, Sasikumar and Fathima (2013) attempted to study the Emotional Maturity and Self Concept of Higher Secondary student and to analyze the various aspects of emotional maturity and self concept. The end of the twentieth century and beginning of the twenty first century have seen on unprecedented upsurge in activities revolving around the teenage adolescence students. Teenage adolescence students needing proper emotional development to rightly use of human emotions.

Gaur (2013) conducted a study on Emotional Maturity and Social Intelligence of First Born and Last Born Girls of Working Mothers. A sample of 100 female respondents of 15 – 17 years of age was selected from the schools of Faridabad District. Emotional maturity was assessed by Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bhargava and Social Intelligence was assessed by social intelligence scale developed by N.K. Chadda and Usha Ganeshan. Results reveal that there were insignificant differences in the mean scores of first born and last born girls of working mothers in the emotional maturity. Significant differences were found in the mean scores of first born and last born girls of working mothers on social intelligence. There was positive as well as negative relationship between the dimensions of social intelligence and emotional maturity. It had been found that each of dimensions, patience, cooperativeness, sensitivity and sense of humor has no relation with emotional Unstability, social maladjustment, and lack of independence.

Sundaranar (2013) Studied the Emotional Maturity of High School Students. The objective of the study was to find out whether there is any significant difference in Emotional Maturity of high school students with respect to gender and type of school. A descriptive survey method was adopted by the investigator to conduct this study. The investigator used the stratified random sampling technique for selecting the sample. The investigator selected 335 high school students from Tenkasi Taluk. The tool used in the study was Emotional Maturity Scale by Yasvir Singh and Magesh Bharagava (1990). The investigator found that the high school boys and private high school students are emotionally matured.

Punithavathi (2013) attempted to study the emotional maturity and decision making style among college students with special reference to day scholars and hostellers. The data was

collected from 52 students of Arts and Science and Engineering College Women Students. Random sampling technique was used. Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bharagava (1994) and Decision Making Styles Scale developed by Leon Mann (1982) was used to measure the emotional maturity and decision making styles respectively. The Mean, SD and T test was computed to analyze the data. The results revealed that there is significant difference between day scholars and hostellers women students in their emotional maturity and decision making styles with respect to their dwellings. The mean difference of the day scholars are higher than that of hostellers.

Solanki (2013) examined the Emotional Maturity among Students of Arts & Science. Two groups were selected one group from Arts faculty and other one group from science faculty each group had 30 student's Emotional maturity Scale was used for data collection standardized by Dr. Yashvirshig & Mahesh Bhargav. Statistical Technique 't' Test was used for data analysis. Result show that there is significant difference between two groups.

Wagde and Ganaie (2013) in a study on emotional maturity and coping strategies among the students pursuing rehabilitation studies selected 60 students using purposive sampling with respect to their course and gender. Thirty male students and thirty female student participants completed self reported measure of emotional maturity scale and ways of coping questionnaire. There was no significant difference in level of emotional maturity and ways of coping among the students with respect to their gender while significant differences were found in students seeking social support and coping. Significant differences were also found in their accepting responsibility with respect to gender.

More (2012) conducted a study to identify Social Maturity among Higher Secondary School Students and to see the gender and locale differences between the students from Arts, Commerce and Science Discipline. The sample consisted of 300 (150 boys and 150 girls belonging to urban (150) and rural (150) area) Higher Secondary Students studying in 11th class from Arts (50 students), Commerce (50 students) and Science (50 students) discipline in different schools of Navapur Tehsil. Dr. Nalini Rao's Social Maturity Scale was used to measure Social Maturity of the selected sample. The result reported that the Female students are highly Social Matured than their counterpart as well as the students belonging to rural area seems to be highly Socially Matured than the students from urban area. No significant differences were

observed between the students from Arts, Commerce and Science discipline, all they are equal on the basis of Social Maturity.

Sharma (2012) studied Adjustment and Emotional Maturity among First Year College Students First and final year female students enrolled in different under graduate courses offered by colleges affiliated with University of Rajasthan in Jaipur city constructed the sample. They were assessed on Adjustment Inventory for College Students (Sinha and Singh, 1995) and Emotional Maturity Scale (Bhargava and Singh, 1991). Results indicated that the first year undergraduate students were less emotionally mature and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college.

A research on Emotional maturity and adjustment level of college students by Mahmoudi (2012). Emotional maturity was measured using Singh's emotional maturity Scale (EMS). While asthenia's adjustment inventory was used to measure the adjustment Level of the students. For this study a sample of 160 female students of age range 18-22years studying in post graduate classes were selected from different colleges of Yasouj city. High Positive correlation was obtained between emotional maturity and overall adjustment.

Singh, Kaur and Dureja (2012) identified Emotional maturity differentials among university students. Two hundred male and female subjects with 100 (N=50 male and N=50 female) sports person and 100 (N=50 male and N=50female) non sports persons constructed the sample size. The age of all subject ranged and between 18 to 26 years. 'emotional maturity' questionnaire prepared by Singh and Bhargava (1988) was administered. t test was applied to determine the significance of difference and direction of difference in the mean scores of each variable between male sportspersons, female sportspersons, male non-sportspersons and female non-sportspersons. The results revealed significant differences on the sub-variable Social Maladjustment between male sportspersons and female sportspersons. However, no significant differences were found with regard to emotional instability, emotional regression, personality disintegration, lack of independence, 'emotional maturity' (total) between male sportspersons and female sportspersons. The results with regard to male non-sportspersons and female non-sportspersons revealed significant differences on emotional instability, emotional regression,

social maladjustment, personality disintegration, lack of independence and emotional maturity (total).

Subbarayan and Visvanathan (2011) examined the Emotional Maturity of College Students. As the students are the pillars of the future generations their Emotional maturity is vital one. So the present study intends to measure the Emotional Maturity of college students used normative survey method and random sampling technique. The “Emotional Maturity Scale” standardized by K.M.Roma Pal [5] was used for this study. The result of the study shows that the emotional maturity of college students is extremely unstable.

Jadha (2010) studied the Relationship between Home Environment & Emotional Maturity of College Going Students of Belgaum District. The sample included 200 students selected by the random sampling technique, out of which 120 were boys and 80 were girls. The home environment scale and emotional maturity scale were used for data collection. The Pearson’s correlation coefficient technique was adopted for data analysis. There was a positive and significant relationship between home environment and emotional maturity among the boys and girls students, including those of rural background, including private college students with low socio-economic status and students more than 20 years age. The results further indicated no positive and significant relationship between home environment and emotional maturity among the urban students, studying in government colleges, with high socio economic status and students less than 20 years of age.

### **Social maturity**

Kumar and Ritu (2013) studied social maturity of senior secondary school students in relation to their personality. A sample of 100 (50 male, 50 female) senior secondary school students studying in class XII were selected through simple random sampling method. Social maturity scale developed by Dr. R. P. Srivastava and DPI (Dimensional personality Inventory) by Dr. Mahesh Bhargava was used to collect the data. Findings of the study show that there is a positive relationship between social maturity and personality of senior secondary school students. There is no significant difference between social maturity and personality of male and female secondary school students.

Shah (2012) conducted a study on Social Maturity, School Adjustment and Academic achievement among residential school girls. The study was conducted on a sample of 347 girls from class ix –xii at an all girl's residential school of North India. Dr. Nalini Rao's Social Maturity Scale (RSMS) was used to measure social maturity, Sinha & Singh's Adjustment Inventory for School Students (AISS) was used to measure school adjustment and aggregate score of the students in the year end final examination was taken to assess level of their academic achievement. The results indicated a significant relationship between social maturity and school adjustment. Also, significant difference existed between the school adjustments of the three groups i.e. low, high and average levels of academic achievement.

Athanimath and Yenagi (2011) studied Social maturity and depression levels among II PUC science students. The total sample consisted of 463 students drawn from science tutorials in Dharwad city during 2008-09. Social maturity of the students was measured using the social maturity scale developed by Roma Pal (1986), the depression of the students was measured using the depression scale developed by Karim and Tiwari (1986) and the self structured personal information schedule was used to know the demographic characteristics of the students. The result revealed that, half of the students were socially matured followed by 42 percent of the students were high on social maturity and 6 percent of them were low on social maturity, there was no significant gender difference on social maturity followed by low (30%) and highly depressed (16 %) and there was significant gender difference among the students on depression indicating that boys being more depressed than girls. There was negative but non-significant relation between social maturity and depression among the students. Age had positive and significant relation with depression among the students while parents' education and annual income of the family had negative and significant relationship with the depression. Thus it revealed that the students with high social maturity were less depressed.

Singh and Thukral (2010) conducted a study to find the relationship between Social Maturity and Academic Achievement of High School Students. The sample consisted of 400 (200 boys and 200 girls) high school students studying in Xth class from 8 different schools (4 urban and 4 rural) affiliated to CBSE, New Delhi. Dr Nalini Rao's social maturity scale was used to measure social maturity and the aggregate score of the selected students in the board examinations was taken to show their level of academic achievement. The results reported that there exists significant relationship between social maturity and academic achievement of high

school students. No significant differences were observed between boys and girls as well as rural and urban high school students on the basis of their social maturity.

## **Adolescents**

Coyne Sarah and et al., (2014) examined Parent–Child Social Networking and Adolescent Outcomes. Four hundred and ninety one adolescents and their parents completed questionnaires on use of social networking, feelings of connection, and behavioural outcomes. Social networking with parents revealed in connection between parents and adolescents, while adolescent networking use of persons without parents was associated with negative outcomes like increased relational aggression, internalizing behaviors, delinquency, and decreased feelings of connection. These results indicate that although high levels of social networking use may be problematic for some individuals; social networking with parents may potentially strengthen parent–child relationships and then lead to positive outcomes for adolescents.

Nicholls, Perry, Jones and et al. (2013) studied Dispositional coping, coping effectiveness, and cognitive social maturity among adolescent athletes. It was predicted that cognitive social maturity would have a direct effect on coping effectiveness, and also an indirect impact via dispositional coping. Two hundred forty-five adolescent athletes completed measures of dispositional coping, coping effectiveness, and cognitive social maturity, which has three dimensions: conscientiousness, peer influence on behavior, and rule following. The structural equation modelling, we suggested that coping is related to cognitive social maturity.

Aashra & Jogsan (2013) conducted the research on emotional maturity and self-actualization among graduate and post-graduate students. The 40 graduate students and 40 post-graduate students were taken as sample. The Sing & Bhargav Emotional Maturity scale and Dr. K. N. Sharma self-actualization inventory was used. The 't' test and correlation method is used. Result revealed that there is significant difference in emotional maturity among graduate and post-graduate students. There is significant difference in self-actualization among graduate and post-graduate students.

Singh, Pant and Valentina (2013) Gender on Social and Emotional Maturity of Senior School Adolescents. A sample is 277 randomly drawn class XI students of Pantnagar, Uttarakhand across gender. A self-designed questionnaire was used to study the socio-

demographic characteristics of the respondents. Social and Emotional maturity of the respondents were assessed employing Rao's Social Maturity Scale and Emotional Maturity Scale, respectively. The study revealed that girls scored significantly higher on the social adequacy component of social maturity whereas boys were observed score higher on the social adjustment component of emotional maturity. However, no gender differences were observed on the composite social maturity and emotional maturity scores. Social and emotional maturity was found to be significantly positively correlated under both genders.

Hasnain and Adlakha (2012). Studying Social Maturity Among Adolescents With And Without Siblings. A total sample of 100 students studying in 10th to 12th grades was taken on purposive basis from the schools of Delhi and National Capital Region (NCR) of India. In order to collect the data Self-esteem Inventory by Coopersmith, Social Maturity scale by Rao and PGI Well-being measure by Verma & Verma were administered on the participants. Non-significant differences were obtained between adolescents with and without siblings on self-esteem and well-being. However, significant difference was found between adolescents with and without siblings on social maturity showing that adolescents without siblings had higher mean social maturity score than adolescents with siblings. The results of regression analysis showed significant contribution of social maturity and self-esteem together in well-being of adolescents without siblings, but independently they did not contribute significantly to their well-being. The total contributions of self-esteem and social maturity in the well-being of adolescents without siblings was 13% . However, in the case of adolescents with siblings social maturity and self-esteem neither together nor independently contributed significantly to their well-being.

Jose, Resmy and Sujatha (2012). Conducted a Comparative Study on Emotional Maturity among Adolescent Boys and Girls. 300 adolescent boys and 300 adolescent girls were selected by simple random sampling. The study findings revealed that 78.7% of adolescent girls, while 64% of adolescent boys had high emotional maturity. The result further indicate that adolescent girls are having higher emotional maturity than adolescent boys. There was significant association between emotional maturity and selected variables like gender, aggregate marks in previous year, educational status of fathers, educational status of mothers, occupation of mothers and monthly family income.

Dharamvir, Tail and Goel (2011), 'A Comparative Study on Anxiety and Emotional Maturity Among Adolescents of Co-Educational and Uni- Educational Schools' (50 boys & 50 girls of co-educational schools & 50 boys & 50 girls of uni-educational schools). Within the age of 13 to 16 years from three schools of Yamunanagar District of Haryana were selected as a sample. Data was collected by administering Anxiety Scale by S.E. Kurg, I.H. Scheier and A.B. Cattell and Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The data obtained was analyzed statistically and the study reveals that there is no significant difference in anxiety & emotional maturity among adolescents girls and boys studying from co-educational and uni-educational schools.

Pastey and Aminbhavi (2006) studied Impact of emotional maturity on stress and self confidence of adolescents. The participants were 105 adolescents studying in grade 11 and 12 in a city in India. The instruments were emotional maturity, Self Confidence Inventory, and Students' Stress scale. It was found that boys had higher stress and girls had higher self-confidence. Adolescents with high emotional maturity were found to have higher stress and self-confidence as compared to those with low emotional maturity. The results also showed that the educational level of the father had an influence on the stress levels of the adolescents.

# *Methodology*

## **Chapter – III**

### **Methodology**

The study on “Effect of social networking on Emotional and Social Maturity in Adolescents” was carried out involving the following steps:

- ❖ Objective
- ❖ Research Questions
- ❖ Hypothesis
- ❖ Area
- ❖ Sample
- ❖ Tools
- ❖ Procedure
- ❖ Analysis of data

#### **Objectives**

- To assess the level of emotional maturity in the sample
- To assess the level of social maturity in the sample
- To identify the relationship between social maturity and gender
- To identify the level of social networking usage in the samples
- To identify the significance of emotional maturity and domicile locality.
- To identify the relation between parental education and social networking in the sample

#### **Research Question**

- What is the level of Emotional maturity in the sample?
- What is the level of Social maturity in the sample?
- Is there any relationship between social maturity and gender?
- Is there any significant difference in the social networking usage and Emotional maturity?

- Does locality as any effects on Emotional and Social maturity in the sample?

### **Null Hypothesis**

- There is no emotional maturity in the sample
- The level of social maturity is low in the sample
- There is no relation between social maturity and gender
- The use of social networking in the sample is low
- There is no significant difference between emotional maturity and domicile locality in the sample
- There is no relation between parental education and social networking in the sample

### **Area**

The study was carried out in the rural localities of Coimbatore Boluvampatti, Thudiyalur, Thondamuthur, Kuniyamuthur and urban localities Gandhipuram, Townhall and Saibaba Colony. The reasons for selecting the sample were.

- To differentiate between rural and urban respondents
- To obtain a cross sectional representation.

### **Sample**

Three hundred and ten individuals were drawn randomly from Coimbatore urban population (n=163) and from the rural population (n=147). The sample comprised of 150 male and 160 female respondents. The age range of the sample was 18 to 22 years.

The study involves human subjects. All procedure described in study were reviewed and approved by the institutional Human Ethics Committee of Avinashilingam University, Coimbatore. The approval number for the same is AUW/IHEC-13-14/XMT-23

### **Inclusion Criteria**

- Age range between 18-22 years

- Both female and male
- Using of social networking

### **Exclusion Criteria**

- Non users of social networking
- Persons below 18 and above 23

### **Tools**

A schedule framed by the investigator was used to obtain the biographical data of the sample. The data effected for age, gender, education, locality, parental education, use of social networking etc.

Selection of the methods and tools is a very important aspect of the study, since it is the key to gaining information.

- Social Maturity Scale (1986) developed by Roma Pal was used to assess social maturity among the sample.
- Emotional Maturity Scale (1990) constructed by Dr. Yashvir Singh and Mahesh Bhargava was used to assess emotional maturity.

Social maturity Scale developed by Roma Pal (1986),consists of 50 statements, followed by four alternatives, 'Strongly Agree' 'Agree' 'Disagree' and 'Strongly Disagree. The scoring and norm are provided by the author. The reliability coefficient was calculated by split half method is 0.09 and significant at 0.01 level.

Emotional Maturity Scale (1990) constructed by Dr. Yashvir Singh and Mahesh Bhargava, consists of 48 items with five different alternatives, 'Very Much', 'Much', 'Un decided', 'Probably' and 'Never'. The scoring and norm are provided by the author. The reliability of the scale is .75 and product moment correlation obtained between total scores on all twenty-one 'Gha' items and total scores on EMS is .64(N=46).

### **Procedure**

At the onset, the research investigator distributed 400 Emotional and social maturity scale among the rural localities of Coimbatore Boluvampatti, Thudiyalur, Thondamuthur,

Kuniamuthur and urban Localities Gandhipuram, Townhall and Saibaba Colony population. Only three hundred and ten responses turned in emotional social maturity questioners and also their response to question on social networking boys=150 and girls=160

### **Analysis of Data**

The data was analyzed statistically by using SPSS16 package and the statistics used were Percentage, ANOVA and Correlation.

## *Results and Discussion*

## **Chapter – IV**

### **Results and Discussion**

A study on “Effect of Social Networking on Emotional and Social Maturity in Adolescent” was carried out in the rural localities of Coimbatore Boluvampatti, Thudiyalur, Thondamuthur, Kuniyamuthur and urban localities Gandhipuram, Townhall and Saibaba Colony.

Three hundred and ten adolescent in the age range of 18 to 22 years comprised sample of the study. The sample was randomly selected when the demographical data like age education, etc., were collected. The Emotional Maturity and Social Maturity Scale was used to assess their level of maturity respectively.

The data of study was analyzed and discussed below:

**Table – I**

**Level of Emotional Maturity of the Sample**

**Boys (N=150); Girls (N=160)**

| <b>Sample</b> | <b>Emotional Maturity</b> | <b>Number</b> | <b>Percentage</b> |
|---------------|---------------------------|---------------|-------------------|
| Male          | Ex. Immature              | 113           | 75                |
|               | Immature                  | 20            | 13                |
|               | Mature                    | 15            | 10                |
|               | Ex. Mature                | 2             | 1                 |
| Female        | Ex. Immature              | 125           | 78                |
|               | Immature                  | 23            | 14                |
|               | Mature                    | 11            | 7                 |
|               | Ex. Mature                | 1             | 1                 |

R. John Lovis Manoharan and I Christic Doss (2007) Studied emotional maturity of P.G. Students it reveal that the level of emotional maturity of post graduate students is low due some components.

Characteristic of Emotional Maturity include healthy boundaries accommodation of change, space for privacy, quick conflict resolution etc. Emotional Maturity is important in that it enables one to accept oneself and others. It helps one to develop the right attitude.

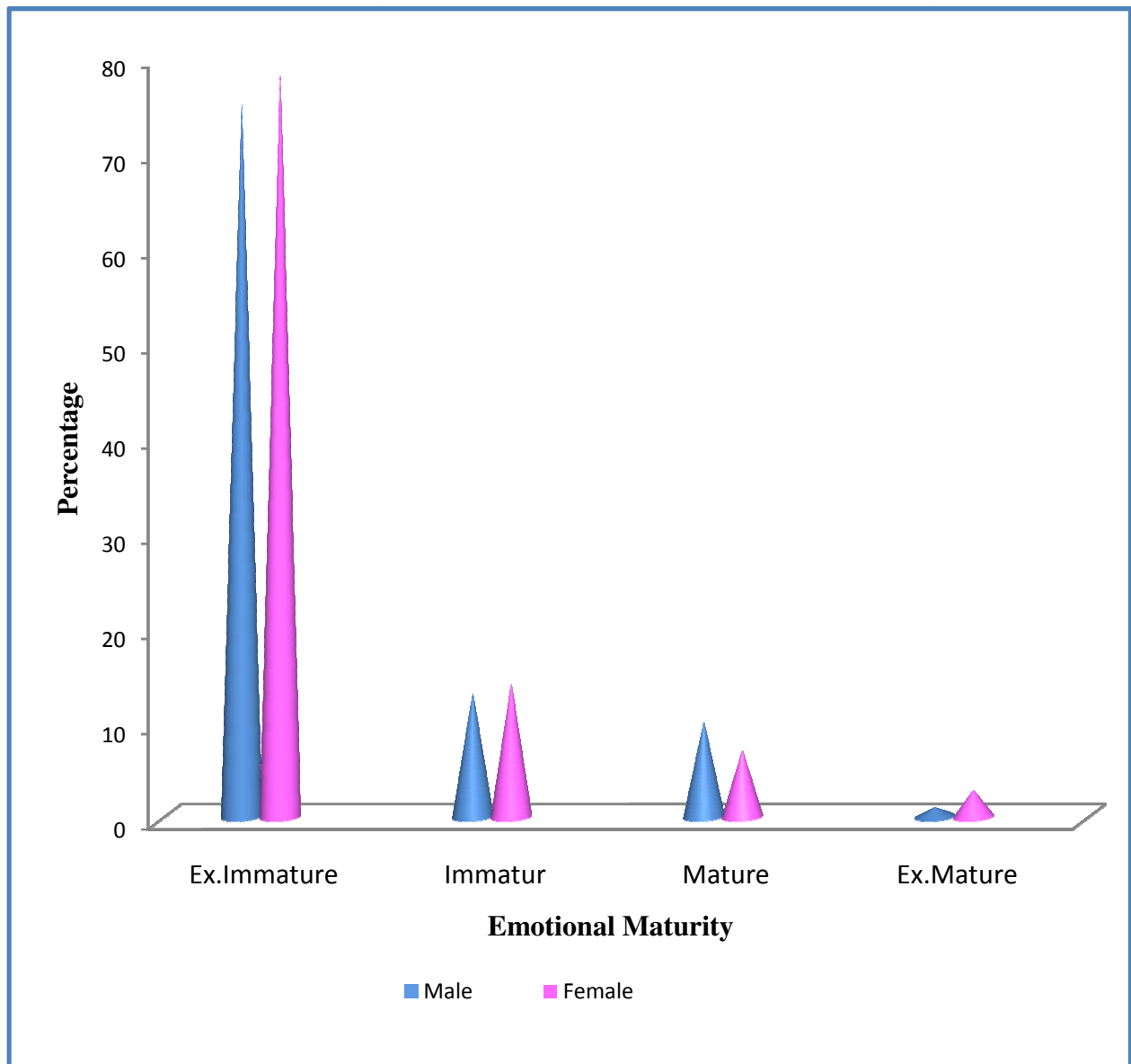
Table I indicate the level of Emotional Maturity in the sample. It is interesting to note that the majority of the sample in that 75% of male and 78% of female are reported to the extremely immature. The present study being social networking and its relation to emotional maturity is cause of concern. Adolescents today are into various networking sites facebook, twitter, etc, which enable them to be connected. But nevertheless it is not without risk. When

adolescents have emotional set back in family and friends, they resort to self disclosure without pandering to think of the consequences. It is observed from the table that among adolescent there is not much difference between male and female on level of Emotional Maturity (75% and 78%). Hence, hypothesis “there is no Emotional Maturity in the sample” is accepted.

**Figure – I**

**Emotional Maturity of the sample**

**Boys (N=150); Girls (N=160)**



**Table – II**

**Level of Social Maturity of the sample**

**Boys (N=150); Girls (N=160)**

| <b>Gender</b> | <b>Social Maturity</b> | <b>Number</b> | <b>Percentage</b> |
|---------------|------------------------|---------------|-------------------|
| Male          | High                   | 55            | 37                |
|               | Medium                 | 78            | 52                |
|               | Low                    | 17            | 11                |
| Female        | High                   | 34            | 21                |
|               | Medium                 | 112           | 70                |
|               | Low                    | 24            | 15                |

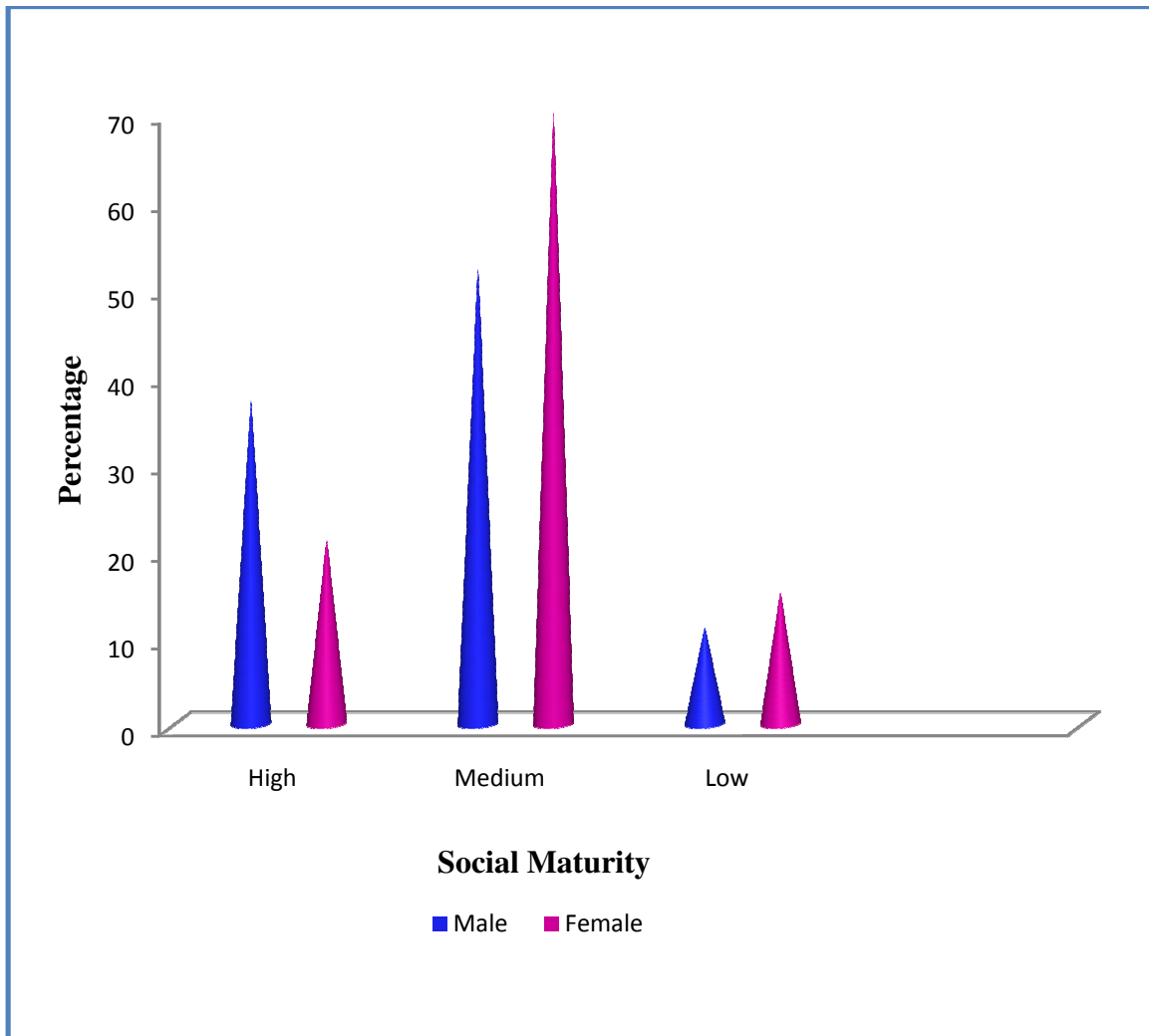
Adolescence being the important stage of transition from child to adult includes the potential areas of social emotional and cognitive aspects. Social development is uppermost in this stage combined with emotional reaction. It is therefore interesting to study their Social Maturity and its effects on social networking.

It is observed from the table II that the level of Social Maturity is rather on a positive note with both male and female indicating medium or average maturity among male and female (52% and 70%) respectively. This is the age when they are into peer pressure which facilitates and disturbs life in an adolescent; much depends on their openness to discuss. Hence, it may be deduced that this sample would be comfortable in visiting the networking sites. Hence, the hypothesis “the level of Social Maturity is low in sample” is rejected.

**Figure – II**

**Social Maturity of the Sample**

**Boys (N=150), Girls (N=160)**



**Table – III**

**Co-Efficient Correlation between Social Maturity and Gender**

**(N=310)**

| <b>Variables</b> | <b>Mean<br/>(SD)</b> | <b>Gender</b> |
|------------------|----------------------|---------------|
| Social Maturity  | 1.8484<br>(.63)      | .156**        |

SD= Standard Deviation

*\*\*Significant at 0.01 level*

Social Maturity in adolescents refers to the standards and expectations of adults. It refers to the appropriateness of behaviour in adolescents. Adolescents said to be socially mature are sensitive to social needs of companionship and have an inclination towards mastering social skills.

The table III indicates the co-efficient of correlation between gender and social maturity. It is observed that there is a significant positive correlation of .16 this indicates that more number of boys and girls in the age of adolescents is socially mature. Hence, null hypothesis “there is no relation between Social Maturity and gender” is rejected.

**Table – IV**

**Level of Social Networking usage of the Sample**

**Boys (N=150); Girls (N=160)**

| <b>Sample</b> | <b>Usage</b> | <b>Number</b> | <b>Percentage</b> |
|---------------|--------------|---------------|-------------------|
| Male          | Daily        | 52            | 35                |
|               | Weekly       | 68            | 45                |
|               | Monthly      | 30            | 20                |
| Female        | Daily        | 66            | 41                |
|               | Weekly       | 77            | 48                |
|               | Monthly      | 17            | 20                |

Social networks as a form of social media (SM), provide the technological platform for individuals to connect, produce and share content online (Boyd and Ellison, 2008). Social networking has attracted millions of users, becoming an integral part of their daily routines (Cassidy, 2006).

The dawn of each day is bringing yet another advance in the digital world. The adolescents and teens of today are fully engrossed in their palm gadgets of smart phones. They are obsessed with its usage.

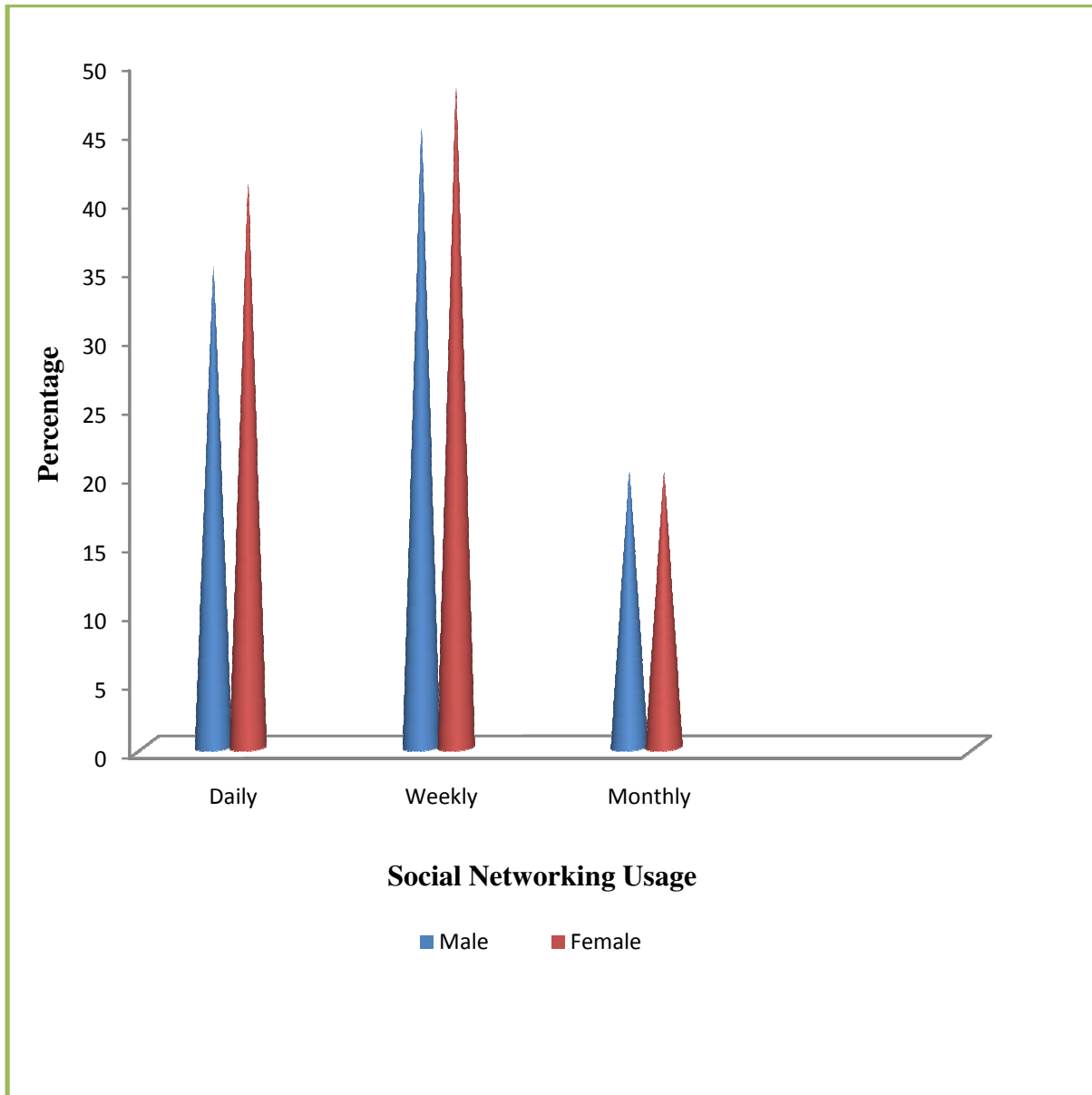
Table IV reveals that the sample of the study show a compulsive usage of social networking with (45%) of male (48%) of female using the social networking weekly, while a good percentage of male (35%) and female (41%) are visiting network sites every day. The

effect of social networking is a boon in that within seconds the information reaches far and wide and speedy action is resulted. It has a bundle of advantage to an adolescent. It is for them to benefit or mar the opportunity. Hence, hypothesis “the use of social networking in the sample is low” is rejected.

**Figure – III**

**Social Networking Usage of the sample**

**Boys (N=150), Girls (N=160)**



**Table – V**

**ANOVA for Emotional Maturity and Domicile Locality**

**(N=310)**

| <b>Variables</b>   | <b>Source of Variance</b> | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>F</b> |
|--------------------|---------------------------|-----------------------|-----------|--------------------|----------|
| Emotional Maturity | Between Groups            | 5472.36               | 1         | 5472.36            | 7.48**   |
|                    | Within Groups             | 225378.07             | 308       | 731.75             |          |
|                    | Total                     | 230850.43             | 309       |                    |          |

SD= Standard Deviation

*\*\*Significant at 0.01 level*

Jasbir (2000) studied emotional maturity in relation to environment factors found significant relationship between emotional maturity and school, home and psychological.

Adolescence is the viable age of experiencing a roller coaster of physical, mental, emotional and social changes. The adolescent characteristics are universals across the globe. Nevertheless the exposure and family relationships does seem to show differences in their behavior.

Table V showing the analysis of variance of emotional maturity and domicile locality indicate that there is a significant difference in the two groups as is evident from the 'f' ratio of 7.48 being statistically significant. The emotional maturity of the rural setup is greater in that, coming from a conservative background they are controlled and inhibited in their use of social network. The urban on the other hand due to employment of both parents face loneliness and therefore are compelled to use social networking. Hence, the hypothesis "there is no significant difference emotional maturity and domicile locality" is rejected.

**Table – VI**

**Co-efficient of Correlation between Parental Education and Social Networking**

**(N=310)**

| <b>Variables</b>          | <b>Mean<br/>(SD)</b> | <b>Social Networking Purpose</b> |
|---------------------------|----------------------|----------------------------------|
| <b>Parental Education</b> | 1.49<br>(.68)        | .14*                             |

SD= Standard Deviation

*\*Significant at 0.05 level*

Table VI indicate that the level of co-efficient of correlation between parental education and social networking in the sample. The co-efficient of correlation is .14. It indicates that there is a relationship between parental education and social networking. The well educated and working parents have difficulty in good relationship with their children. Because of their work pressure; they have no time to communicate, with family, so they spend more time in chatting and to find more new friends to express their emotional feeling. The correlation is significant as 0.05 level which indicates the parents are well informed and therefore their adolescent children in turn are fully conversant with the digital world. They have the latest gadgets and feel Proud to use the same. They are a way ahead in their knowhow which is a proud moment for the parents. Hence, the hypothesis is “there is no relationship between parental education and use of social networking in the sample” is rejected.

**Table – VII**

**ANOVA for Emotional Maturity and Social Networking Usage**

**(N=310)**

| <b>Variables</b>   | <b>Source of variance</b> | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>F</b> |
|--------------------|---------------------------|-----------------------|-----------|--------------------|----------|
| Emotional Maturity | Between Groups            | 9908.60               | 2         | 4954.30            | 6.88**   |
|                    | Within Groups             | 220941.83             | 307       | 719.68             |          |
|                    | Total                     | 230850.44             | 309       |                    |          |

*\*\*Significant at 0.01 level*

Facebook users who had an excessive number of friends were thought to be more introverted, thus being able to devote a larger amount of time to the computer and befriending others out of desperation (Tong et al., 2008).

A study by Moore and McElroy (2012), found that more extraverted individuals reported significantly less frequent use of Facebook for keeping up with others compared to introverts.

Table VII shows the analysis of variance for emotional maturity and social networking usage in the sample. It is observed that there is a significant difference in the nature of social networking usage during different time periods. It is observed that the usage on a average is more weekly and persons using monthly is rather less. Adolescents by virtue of their age, upbringing exposure, need, competition etc, and are more addicted to the social networking usage. The more the usage of the social networking by the sample it indicates that the user lacks maturity to express their feelings to others on a face to face mode. Even an introverted person was more expressive in social networking as it facilitated them to develop more friends through the use of networking.

**Table – VIII**

**Co-efficient of Correlation between Emotional and Social Maturity**

**(N=310)**

| <b>Variables</b>   | <b>Mean<br/>(SD)</b> | <b>Social Maturity</b> | <b>Emotional Maturity</b> |
|--------------------|----------------------|------------------------|---------------------------|
| Emotional Maturity | 1.85<br>(.63)        | -.18**                 | -                         |
| Social Maturity    | 3.64<br>(.67)        | -                      | -.18**                    |

SD= Standard Deviation

*\*\*Significant at 0.01 level*

Table VIII indicates that the co-efficient of correlation between emotional and social maturity is -.18 being significant at 0.01 level. Social maturity influences emotional maturity. Social maturity leads to wisdom love, harmony and to resolve social conflict to ensure the well being of the society. Emotional maturity equips us with qualities of sympathy, understanding, love and affection; undergo change, acceptance, long-lasting relationship, and healthy commitment in social events, gentle way to establishment feeling or thought in social situation. It is therefore impressed upon to understand that a negative correlation is indicative that with the increase in emotional maturity there is an inverse reaction of less social maturity. When adolescents dwell into the void of loneliness they try to keep away from social interactions. On the other hand when they are socially sound they are a master in controlling their emotion.

## *Summary and Conclusion*

## Chapter – V

### Summary and Conclusion

The study on, “Effect on social networking on emotional and social maturity in adolescents” was carried out with the following objectives

- To assess the level of emotional maturity in the sample
- To assess the level of social maturity in the sample
- To identify the relation between social maturity and emotional maturity in the sample across gender
- To identify the level of social networking usage in the samples
- To identify the significance of emotional maturity and social maturity across locality.
- To identify the significant of parental education on social networking

The study was conducted in the rural localities of Coimbatore Boluvampatti, Thudiyalur, Thondamuthur, Kuniyamuthur and urban Gandhipuram, Townhall, Saibaba Colony in both boy and girl. Demographical data are performed by the investigator was used to collect bio-data of the sample, Emotional Maturity Scale by Roma Pal Scale (1986) and Social Maturity Scale by Dr. Yashvir Singh and Mahesh Bhargava (1990) was used.

#### Conclusion

The following conclusion were drawn from the study

- The emotional maturity of the sample was found to be emotionally immature.
- There existed an average level of social maturity in the sample.
- There is significant relation in social maturity in male and female of the sample
- The use of social networking is high and frequent in the sample
- There is significant difference in emotional maturity and domicile locality as revealed by ‘F’ ratio 7.48
- There is significant relation between parental education and social networking in the sample

## **Recommendations**

- The sample has to be larger
- Related variables can be considered for future research
- Institution must be encouraged to give on awareness of social networking and cyber crime

## **Limitations**

The present study, 'Social Networking and Emotional and Social Maturity in Adolescent'

- Social networking being used by all ages the restriction of age as 18 to 22
- The sample size of social networking is small

## **Need For Further Study**

- Longitudinal researches can be conducted
- Intervention for ill effects of social networking can be considered

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# *Annexure*

## Annexure – I

### Case Study Schedule

#### 1. Identification Data

Name (Full identity) :

Age :

Sex :

Gender : Male: Female

Educational Qualifications :

Type of the family : Nuclear/Joint

Siblings

Locality : Rural/urban

Place of residents : Home/hostel/paying guest/other

Medium of instruction : Tamil/English/Other

Religion :

Marital Status : Single/Married

**Parents' education** :

Fathers' education :

Fathers' occupation :

Fathers' annual income :

Mothers' education :

Mothers' occupation :

Mothers' annual income :

1. Do you have a social network account? If yes mention that

Yes/No

2. How frequently do you log into facebook?

Several times a day

Daily

Weekly monthly

Monthly

Less than monthly

On average

3. On average, how long do you spend on facebook per day?

Less than three hour

3 - (Just under) 4 hours

4 - (Just under) 5 hours

6 hours or more

4. What do you use facebook for? Please rate the following

- Find new friends
- Play interactive games
- Chat(including comments and wall)
- Check out how your friends are doing(photos, wall etc)
- Update your profile
- To pass time

5. Would you accept strangers who added you as friends on Facebook?

Yes/No

6. If Yes, Why would you accept strangers who added you as friends on Facebook?

Lazy to verify

Want to expand social network

## **Annexure – II**

**(Dr. Yashvir Singh And Dr. Mahesh Bhargava, 1990)**

### **Emotional Maturity Scale**

In the following pages are given forty-eight statements about yourself. Five possible modes of responses are provided such as Very much; Much; undecided; Probably and Never. Read each statement carefully and mark tick in any one of the five alternative response.

#### **Part-A**

1. Are you involved in mental botherations?
2. Do you get frightened about the coming situation?
3. Do you stop in the middle of any work before reaching the goal?
4. Do you take the help of other person/s to complete your person work?
5. Is there any difference between your desires and objectives?
6. Do you feel within yourself that you are short-tempered?
7. Do you feel that you are very stubborn?
8. Do you feel jealous of other people?
9. Do you get wild due to anger?
10. Do you get lost in imagination and day dream?

#### **Part-B**

11. If you fail to achieve your goal, do you feel inferior?
12. Do you experience a sense of discomfort and lack of peace of mind?
13. Do you teasing against the others?
14. Do you try to put the blame on others for your lapses?
15. When you do not agree with others, do you start quarrelling with them?
16. Do you feel yourself as exhausted?
17. Is your behavior more aggressive than your friends and others?
18. Do you get lost in the world of imaginations?
19. Do you feel that you are self-centered?
20. Do you feel that you are dissatisfied with yourself?

#### **Part-C**

21. Do you have a strained companionship with your friends and colleagues?
22. Do you hate others?
23. Do you praise yourself?
24. Do you avoid joining in social gatherings?
25. Do you spend much of your time for your own sake?
26. Do you lie?
27. Do you bluff?
28. Do you like very much to be alone?
29. Are you proud by nature?
30. Do you shirk from work?

#### **Part-D**

31. Even though you know some work, do you pretend as if you do not know it?
32. Even if you do not know about some work, do you pose as if you know it?
33. Having know that you are at fault, instead of accepting it, do you try to establish that you are right?
34. Do you suffer from any kind of fear?
35. Do you lose your mental balance (poise)?
36. Are you in the habit of stealing of anything?
37. Do you have indulge freely without bothering about moral codes of conduct
38. Are you pessimistic towards life?
39. Do you have a weak will? (Self-will or determination).
40. Are you intolerant about the views of others?

#### **Part-E**

41. Do people consider you as undependable?
42. Do people disagree with your views?
43. Would you like to be a follower?
44. Do you disagree with the opinions of your group?
45. Do people think of you as an irresponsible person?
46. Don't you evince interest in other's work?

47. Do people hesitate to take your help in any work?

48. Do you give more importance to your work than other's work?

## Scoring key

### Emotional Maturity Scale

| <b>Scores</b> | <b>Interpretation<br/>(Level of Maturity)</b> |
|---------------|---|
| 50-80         | Extremely Emotional Maturity                  |
| 81-88         | Moderate Emotional Maturity                   |
| 89-106        | Emotionally Immature                          |
| 107-240       | Extremely Emotionally Immature                |

**Annexure – III**  
**(Roma Pal, 1986)**  
**Social Maturity Scale**

**4 – Strongly disagree**

**3 – Agree**

**2 – Disagree**

**1 – Strongly disagree**

1. I do not get angry even to change all of my planning for sake of living altogether with others.
2. I feel afraid if anyone is seeing at the time of working.
3. I can adjust very well with any stranger in new place.
4. It is difficult to make any plan due to uncertainty of future.
5. I like only those persons who are familiar to me.
6. Usually I do not take opinion of others.
7. My mind does not concentrate in more time taking work.
8. I relay on others according to the situation.
9. I can express true things in front of others without any hesitation.
10. I give more important to social goals in comparison to personal goals.
11. I can interact with those persons and individuals, who differ from my thoughts.
12. I try to adopt myself according to the change in the social setting of the society.
13. I provide enough time for achieving the social goals
14. I do not hesitate to work with other persons for achieving the desired goal.
15. I pay more attention, even to my standard of knowledge in doing my own work for getting the self satisfaction.
16. I am more faithful for benefit of society in comparison to personal benefit.

17. I always ready to pay money for those works which success helps the benefit of the society.
18. This is my habit to take help even from different thinking's people for the solution of the problems.
19. I make changes in myself according to changes in social settings.
20. In the interest of society, I can make efforts with different individuals and groups.
21. I give more importance to the social goals in the comparison to personal goals
22. I feel pleasure in solving the problems of my own social fellows.
23. Usually I think to do some useful work so other person of society can get benefit in future.
24. We can learn more useful and adequate thoughts if our neighbors belong to other cast and religion.
25. After seeing the unsocial behavior of my friends, I try to teach them what type of behavior they should do.
26. I behave properly with all colleagues and teachers in the school.
27. I feel too much pleasure to solve the problem of my own social friends
28. In my opinion female should get equal place as to the males in every area of the society.
29. I also take interest to teach others whatever abilities I possess.
30. It I start any work then I take rest after finishing only.
31. I give more importance to human relation in place of personal relations.
32. I like to do those works which are matched according to the adaptation of social harms.
33. I provide attention on civil rights side by side may on civil rights.
34. According to social harms, I work for the family's economic efficiency.
35. I always ready even to change my working method for sake to live all together with other people.
36. If our society provide the opportunity to work women for the progress of the nation.
37. For the removal of nation's poverty I am ready to work in any plan.
38. I take judgment according to my intelligence even in the crowd.
39. My fellows do not hesitate to accept my good thought.
40. I do also these works whose benefit can get other people of the society.
41. For the social welfare I feel pleasure to work more and more.

42. I do not feel any problem if the more poor family live in my neighbor.
43. I understand my benefits if I will provide help to others in spite of feeling pain to myself.
44. I feel reassured to see that our nation females get appointment in social and political posts.
45. I feel more pleasure in working with the friends belonging to other cast.
46. I never get angry in significant discussion.
47. Winning and losing is not the fortune for me.
48. In my opinion it is adequate to provide higher education to the females.
49. I influence the person of other cast, religion and province.
50. I do not feel any difficulty in economic assistance in social works.

## Scoring Key

### Social Maturity Scale

| <b>Range of scores</b> | <b>Category</b>        |
|------------------------|------------------------|
| 65-106                 | Low Social Maturity    |
| 107-147                | Medium Social Maturity |
| 148-189                | Low Social Maturity    |