

Self-Reflection and Social Reflection: Assessment of Emotional Expressions of Pubescents

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Abstract

An individual's capacity to understand, think and express about oneself, other people and his/her experiences is often reflected through facial movements, bodily actions and complex non-verbal behaviour. School environment provides a wider platform to connect with variety of people and student's interactions become more extensive. It is important to know, what they are experiencing, how they are feeling and what they are going through. Assessing the emotional expressions of students is essential in order to provide support and to help them to build a positive outlook towards themselves and society. With the purpose of studying the self-assessment of students in terms of their emotional expressions, the present investigation was carried out on 475 pubescents studying in 7th, 8th, 9th class. Partially standardised questionnaire was prepared to collect the data on two variables i.e., self-reflections and social reflections.

The study reveals that:

1. There is no significant difference in self-reflection between 7th and 8th class students ($MD=0.59 < CD=1.13$). But there is a significant difference among 7th and 9th class students ($MD=2.72 > CD=1.19$) and 8th and 9th class students ($MD=3.31 > CD=1.14$).
2. There is no significant difference in social reflection between 7th & 8th and 7th and 9th class students as mean difference 0.14 and 0.79 is less than critical difference 0.92 and 0.97 respectively. But there is significant difference among 8th and 9th class students ($MD=0.93 = CD=0.93$).

Keywords

Emotional Maturity, Pubescent, Reflections.

INTRODUCTION

Each phase of biological development is characterised by some well expounded psychological attitudes. Puberty brings various changes not only in physiology but the young ones come up with emotions which are completely new to them. Many pubescents experience mood swings, anxiety, confusion, irritability, sadness, anger and sexual desires. Pubescents feel uncomfortable about the body changes and become very sensitive. They get irritated very often, lose temper very easily and get depressed quickly. This is inevitably a time of psychological and emotional turmoil. Mood swings may occur due to shifting levels of hormones, increase uncertainty about themselves and they lose the confidence.[1]

Pubescents express their emotions in quite intense and uncontrolled manner caused by hormonal activity. Emotional arousal is often intrigued with confusion and lack of confidence associated with intense and negative way of expressions triggered by gonadal sex steroids. These expressions are of great importance to study the emotionality in terms of maturity. Studying the expressions reflected in day-to-day life situations, help to understand what they feel about themselves and how do they respond to the social situations, so a questionnaire was prepared to record the responses on Self -Reflection and Social- Reflection.[3]

1) Self Reflection: - Self-reflection is a careful thought about one's own behaviour. Physiological changes make the

pubescents aware that they are heading towards grown up adult life which give them autonomy and they develop attitude towards self. It is an exercise to introspect and accept the facts honestly about oneself. This realisation was expected while setting a questionnaire to make an inquiry of this attribute.[2]

2) Social Reflection: - Behaviour in puberty is influenced by complex interactions between the biological and social contexts. Children learn some new and unfamiliar set of social connecting as per their needs, interests and moods. They easily appear impulsive, hasty and irritable which may frustrate parents and teachers. So, studying their responses in home and school environment becomes important, where they continuously reflect their emotions through interactions with parents, siblings at home and with friends, teachers in schools. These reflections have tremendous impact on the emotional wellbeing in adult life as they determine the further way of expressions depending upon how the pubescents learn to manage it in his social environment.[4]

DATA ANALYSIS

Table 1: Analysis of Variance of Emotional Maturity Component: Self-reflection[7]

Source	Sum of squares	df	Mean Square	F	Sig.
Between Groups	967.341	2	483.671	27.802*	Sig
Within Groups	8211.396	472	17.397		
Total	9178.737	474			

Sigificance at 0.05 level

It is learnt from the above table that there is significant difference among the 7th, 8th and 9th class students in self-reflection, as the obtained F-value 27.802 is quite higher than the Tabulated F-value of 3.00 needed to be significant at 0.05 level for the 2/472 degrees of freedom

Since the obtained F-ratio was found to be significant, to determine the paired mean difference, Scheffe's Test was employed.

Table 2: Paired mean difference for the data on Self-reflection of 7th, 8th and 9th Class students[7]

Self-Reflection Mean			Mean Difference	Critical Difference
7 th Class	8 th class	9 th class		
16.68	16.08		0.59	1.13
16.68		19.39	2.72*	1.19
	16.08	19.39	3.31*	1.14

* Significant at 0.05 level of confidence



From the paired mean difference, it is evident that there is no significant difference between 7th and 8th class students (MD=0.59 < CD=1.13). But there is a significant difference among 7th and 9th class students (MD=2.72 > CD=1.19) and 8th and 9th class students (MD=3.31 > CD=1.14). From the above findings it is proved that there is significant difference in emotional maturity factor self-reflection among 7th, 8th and 9th class students. Further 9th class students differ significantly with 7th and 8th class students. Eighth class

students have better self-reflection than 7th and 9th class students.

Table 3: Analysis of Variance of Emotional Maturity Component: Social-reflection[7]

Source	Sum of squares	df	Mean Square	F	Sig.
Between Groups	967.341	2	483.671	3.306*	Sig
Within Groups	8211.396	472	17.397		
Total	9178.737	474			

* Significant at 0.05 level

Above table shows that there is significant difference among the 7th, 8th and 9th class students in social-reflection, as calculated F-value 3.306 is greater than the Tabulated F-value 3.00 for the 2/472 degrees of freedom at 0.05 level of confidence. Since the calculated F-ratio was found to be significant, to determine the paired mean difference, Scheffe's Test was employed.

Table 4: Paired mean difference for the data on Social-reflection of 7th, 8th and 9th class students[7]

Social -Reflection Mean			Mean Difference	Critical Difference
7 th Class	8 th class	9 th class		
10.23	10.09		0.14	.92
10.23		11.02	0.79	.97
	10.09	11.02	0.93*	.93

* Significant at 0.05 level of confidence



From the paired mean difference, it is evident that there is no significant difference between 7th & 8th and 7th and 9th class students as mean difference 0.14 and 0.79 is less than critical difference 0.92 and 0.97 respectively. But there is a significant difference among 8th and 9th class students (MD=0.93 = CD=0.93). From the above findings it is quite clear that there is significant difference in emotional maturity factor social-reflection among 7th, 8th and 9th class students. Further only 8th and 9th class students differ significantly. Eighth class students have better social-reflection than 7th and 9th class students.

Table 5: Analysis of Variance of Overall Emotional Maturity[4]

Source	Sum of squares	df	Mean Square	F	Sig.
Between Groups	1544.423	2	772.211	18.770	Sig
Within Groups	19418.474	472	41.141		
Total	20962.897	474			
* Significant at 0.05 level					

Above table reveals that there is significant difference among the 7th, 8th and 9th class students in overall emotional maturity, as calculated F-value 18.770 is quite greater than the Tabulated $F_{0.05}(2, 472)$ 3.00. Since the calculated F-ratio was found to be significant, to determine the paired mean difference, Scheffe's Test was employed.

Table 6: Paired mean difference on overall Emotional Maturity of 7th, 8th and 9th class students[1]

Overall Emotional Maturity Mean			Mean Difference	Critical Difference
7 th Class	8 th class	9 th class		
27.09	26.18		0.92	1.74
27.09		30.41	3.31*	1.83
	26.18	30.41	4.23	1.75
* Significant at 0.05 level of confidence				

It is observed from the paired mean difference that there is no significant difference between 7th and 8th class students ($MD=0.92 < CD=1.74$). 7th From the above findings it is inferred that there is significant difference in overall emotional maturity among 7th, 8th and 7th 9th class students. There might be different influencing factors on emotional maturity. If it is discussed in relation to physiology of children, it can be concluded that the internal hormonal activity and the changes in body shape may be the cause for these incongruous expressions. Further 9th class students differ significantly with 7th and 8th class students. Eighth class students have better emotional maturity than their counterpart 7th and 9th class students.

CONCLUSION

High scoring on emotional maturity scale reported high level of immaturity and indicated to high level of psychological stressors. The similar trend was reported by Brooks-Gunn and Warren et al (1985) and further suggested that these stressors often associated with accelerated pubertal growth. The mean score i.e., 27.70 is a concerning matter and need to be taken care at the earliest. 9th std, class boys were found very vulnerable showing intense emotions.

Parents in collaboration with schools can find solutions if a child is showing the signs of emotional disturbances and facing some adjustment problems in school or at home.

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