

Social Maturity: A Gateway to Lasting Well-Being

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ABSTRACT

Making a daily commitment to your attitude to life is a sign of social maturity. Individuals have the option to be socially mature or they can choose to be socially immature and genuinely care about other people. Being mature is knowing how to react to the environment around you. Being mature is not simply about being older. It also entails understanding when and where to act in a way that complements your environment and the norms of society. Understanding one's life's purpose, direction, and intentionality making life feel meaningful is the central principle of social maturity. Mature people become more independent and stop depending on other people to make decisions for them.

Keywords: Maturity, Social Maturity

Social maturity is the art of navigating human relationships with wisdom and grace, marked by a profound understanding of oneself and others. At its core, social maturity involves the ability to handle complexity, resolve conflicts with empathy, and contribute positively to the collective well-being of a community. A young child may be accepted, even though if a child is socially immature, but this isn't true for everyone. Social immaturity can cause issues with friends, family, and the larger community. Therefore, in order to be accepted by society and to be considered socially mature, people must learn to behave in a more mature manner. A variety of social skills, including self-sufficiency, employment, communication, self-direction, and social interaction are all elements of social maturity. Different notions of maturity can be found in legal, social, and intellectual contexts. Culturally relevant signals of independence are tied to each of these contexts' age or traits, which might vary depending on social or religious beliefs. The definition of psychological maturity is changing as a result of political engagement and scientific data, and it has ramifications for social and legal contexts. Human evolution has long been influenced by the concepts of immaturity and maturity, which have a significant impact on the course of psychological and physical development.

Jerome Bruner (1966) proposed that the immaturity phase serves as a safe haven for risk-taking without dire repercussions. A young person can watch others perform skillfully during this time while being watched over and interacting with their mother. Interpretive imitation, performed, refined, and diversified in play through wide investigation of one's abilities to engage with the world, is the cornerstone to human inventiveness employing symbols and tools. Additionally, evolutionary psychologists suggest that children's cognitive immaturity

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may have an adaptive function by acting as a shield against their immature met cognition and judgment, lowering the possibility of injury. These days, a number of elements contribute to the longer time spent on "play" and education for young people starting the 21st century.

The planet and its technological systems are becoming increasingly complex. People therefore require more sophisticated knowledge and skills. Managing these difficulties in children might result in social and behavioural problems associated with puberty. The tasks that are expected of them are getting increasingly complicated and disconnected from adult tasks. Possessing the proper mindset for the interpersonal, social, and personal abilities required to function well in society is what is meant by social maturity.

Raj, M.1996 defines social maturity as an individual's level of social awareness and skill development relative to age-appropriate norms. It's a gauge of their capacity for managing social interactions, acting appropriately, resolving social issues, and making sound decisions. As a component of social maturity, social responsibility entails upholding role expectations and adhering to social norms.

For the purpose of gaining academic knowledge and abilities, this is crucial. School psychologists frequently deal with situations in which a student performs exceptionally well in one setting but finds it difficult to realize their full potential in another. The term "social maturity" refers to two types of behaviour: first, behaviour appropriate for an individual's age; and second, behaviour consistent with the norms and expectations of adults. Thus, social maturity enables people to influence social circumstances and establish consistent social behaviour patterns by helping them better understand their social environment.

Wentzel (1991b) defines social maturity as "adherence to social rules and role expectations." This is an essential component of learning academic content and abilities. Two ways that social responsibility supports learning are as follows: first, by encouraging constructive interactions with peers and teachers, such as material sharing or assignment assistance, behaviour responsibly can support learning. Second, the learning process can be both limited and enhanced by students' aspirations to be responsible and obedient. For instance, in order to fulfil requirements, students might try to finish assignments on time. When you're mature, you've reached adulthood. Certain aspects of growing up, such as bodily functions, can sometimes occur early. Sometimes it takes longer and involves both learning new things and growing older. The things both inside and outside of you that influence your behaviour are what define maturity. The term "social maturity" has two main applications. It all starts with behaving in a way that adults expect of you. Secondly, you should act appropriately for your age. Most psychologists discuss maturity in terms of the second approach.

Robert Kegan is a developmental psychologist and his theory on the stages of social maturity is outlined in his book "The Evolving Self" published in 1982. Kegan's model, often referred to as the "orders of consciousness" or "stages of adult development,"

The stages of social maturity according to Robert Kegan's theory

Impulsive mind (pre-conventional): The "Impulsive Mind," or Stage 1 of Robert Kegan's Constructive Developmental Framework, represents the earliest stage of human cognitive and social development, which spans from infancy to early childhood. People mostly rely on basic survival reflexes and instinctual responses during this stage of development. Their identity is insecure and fragmented, and as a result, their sense of self is basic. At this point, the needs and satisfaction of the moment take precedence over considerations for the outside world or

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the opinions of others. Limited communication occurs, mostly through nonverbal clues. People may find it difficult to distinguish between their environment and themselves because they are still developing their understanding of cause and effect. A high degree of dependence on caregivers lays the groundwork for later developmental stages. All things considered, the Impulsive Mind stage prepares people for the emergence of more sophisticated cognitive and social abilities as they move through later developmental stages.

The "Imperial Mind," or Stage 2 in Robert Kegan's Constructive Developmental Framework, describes the formative years of a child's development. At this point, people start to develop a more distinct sense of who they are and start to set themselves apart from their surroundings. The development of fundamental cognitive structures makes it possible for an increasing awareness of one's own preferences and wishes. The egocentric viewpoint of those with an imperial mind characterizes them as being primarily focused on their own needs and desires, frequently with no awareness of other people's viewpoints. As they exercise their will in their immediate environment, children at this stage are known for having a sense of control. Language development is important because it allows people to voice their opinions and have an impact. Since empathy is still developing and our understanding of other people's perspectives is still limited, social interactions are primarily focused on gratifying our own desires. The Imperial Mind lays the groundwork for later complexity in cognitive and social development by facilitating the emergence of self-awareness and the capacity to negotiate one's desires in the context of the outside world.

During the transition to Stage 3, the Socialized Mind, which usually takes place in the adolescent and early adult years, people experience a notable change in their cognitive and social growth. At this point, there is an increasing sense of identification with expectations, norms, and social roles. Social norms are defining an individual's sense of self more and more, and people want to be accepted and liked by others. Respect for established norms emerges as a major theme, and the value of interpersonal connections is acknowledged. People are drawn to different social groups in search of a sense of belonging, and peer pressure is a major factor. Moral reasoning starts to take shape, frequently under the influence of society norms and outside authorities. The desire to conform to cultural norms and fit into societal structures, which upholds order and stability, is the hallmark of the socialized mind. This developmental stage is a critical turning point in the formation of a social identity and the capacity to operate in a wider social environment. It lays the groundwork for later stages of adulthood when more autonomy and self-authorship will be expected.

The Self-Authoring Mind, or Stage 4 in Robert Kegan's Constructive Developmental Framework, denotes a major turning point in cognitive and social development that usually happens in adulthood. People start to internalize their belief systems at this point, moving past the Socialized Mind's tendency toward conformity. An internal set of values and principles that direct decision-making can be developed thanks to an increased capacity for introspection and self-reflection. The person becomes more involved in creating their identity and stops depending entirely on approval from outside sources. People's critical analysis of society norms is a part of their self-authorship, as they challenge and question accepted ideas. A more independent and resilient mindset is fostered by the prominence of autonomy and a sense of personal responsibility. Partnerships are the norm in relationships, and empathy and understanding of other people's viewpoints are highly valued. The Self-Authoring Mind stage establishes the foundation for ongoing psychological and emotional development by emphasizing personal development, goal-chasing, and a readiness to face obstacles head-on.

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The Self-Transforming Mind, or Stage 5 in Robert Kegan's Constructive Developmental Framework, is the highest point of social and cognitive development that not everyone reaches. This stage, which usually manifests in adulthood, is distinguished by a profound capacity to negotiate paradox and complexity. At this point, people have an open-minded and inclusive viewpoint, realizing that their own beliefs are relative and that other people's points of view are valid. The Self-Transforming Mind welcomes a never-ending process of learning and adaptation rather than rigid ideologies. Complexity is viewed as a chance for development and understanding rather than as a threat. At this stage, people develop a profound appreciation for ambiguity, which permits them to hold opposing viewpoints without feeling compelled to settle them right away. Partnerships provide as venues for personal and professional development, and a dedication to the welfare of the larger social and international environment is present. The Self-Transforming Mind exhibits a persistent capacity for individual and societal evolution, reflecting an uncommon degree of wisdom and integrative thinking. It is an aspirational objective for people on a journey of ongoing self-discovery and development, even though it is not always achieved.

According to Robert Kegan's theory of social maturity, a person's cognitive and emotional abilities change qualitatively at each stage of a developmental trajectory. The impulsive mind initially appears, marked by a lack of self-awareness and a focus on pressing needs and desires. The imperial mind appears as development goes on, exhibiting a developing capacity to take into account the opinions of others and submit to authority figures and social norms. Then comes the interpersonal mind, which is characterized by a heightened ability to comprehend different points of view, a focus on relationships, and a wish to preserve social harmony by conforming to socially acceptable roles. The institutional mind is a post-conventional stage in which people commit to more general principles and acknowledge the influence of culture on behaviour. It denotes abstract and critical thinking about social systems. Lastly, the rarefied inter individual mind exhibits a profound comprehension of interdependence, with people having the capacity for autonomous thought, critical analysis, and the dynamic construction of their identity. The intricacy and diversity of social maturity are highlighted by this developmental journey, as people move through these stages non-linearly under the influence of a variety of experiences and environmental variables.

Significance of social maturity on individual well being

An individual's total well-being is greatly impacted by social maturity, which permeates many aspects of life and shapes interpersonal, societal, and personal dynamics. Fundamentally, social maturity is the capacity of an individual to successfully negotiate challenging social environments through adaptability, empathy, and resilience. An individual who possesses social maturity is more capable of creating and preserving significant connections, which promote a feeling of acceptance and assistance that is essential for psychological health. This ability to understand and connect with others on a personal level builds a strong support network, which is essential for preventing stress and fostering mental health. In the professional sphere, social maturity is also very important. As people move through the stages of social maturity, they acquire the abilities needed for efficient teamwork, leadership, and communication. A person's capacity to make a meaningful contribution to the workplace and larger community is enhanced by their increasing sophistication in understanding and navigating social structures and institutions. Psychologically speaking, becoming socially mature frequently means having a deeper understanding of oneself in relation to social systems and a stronger ability to reflect on oneself. This capacity for introspection not only strengthens emotional fortitude in the face of adversity but also cultivates a feeling of purpose. Socially

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mature people are more likely to approach disagreements with a positive outlook, looking for a solution through dialogue and compromise as opposed to impulsive reactions.

Furthermore, social maturity is important for the health of society as a whole. There is a chance that a more compassionate and cohesive community will emerge as more people reach higher degrees of social maturity. This can result in the establishment of institutions and social structures that place a high value on justice, inclusivity, and group well-being, generating a positive feedback loop that enhances society as a whole. Conversely, well-being includes experiencing health, happiness, prosperity, and a socially mature self in its entirety. This means being in good mental health, being highly satisfied with life, having a purpose in life, and being able to effectively handle stress. To put it more broadly, being well-being is just being happy. Since well-being includes many positive aspects like happiness, health, social connections, and a sense of purpose, almost everyone aspires to it. Furthermore, academic success is significantly predicted by well-being, which encompasses both cognitive and psychosocial components. Encouraging the well-being of individuals is essential because they form the basis of a developing country and a generation that is critical in forming a harmonious society. An atmosphere of trust, active cooperation, harmony, and passive coexistence is fostered by social maturity. On the other hand, social immaturity breeds conflict, hostility, and instability, which in turn fosters fear. A developed society is largely determined by the emotional, intellectual, and social maturity of its population, all of which are fostered by parents, educators, society, and educational institutions.

'Educational Interventions for Social Maturity'

Educational interventions aimed at promoting social maturity are essential elements of a comprehensive educational framework. They have a significant impact on the overall development of individual's at all academic levels, from elementary schools to colleges and universities. Interventions start in schools and concentrate on building social skills and emotional intelligence. Lessons and exercises that support collaboration, clear communication, and conflict resolution are incorporated into school curricula. The foundation for self-assured and socially mature people is laid by social-emotional learning programs, which foster an atmosphere in which students learn to comprehend and control their emotions, empathize with others, and form wholesome relationships. When students move into college, educational interventions are more specifically designed to meet the opportunities and challenges that they face. Throughout this stage. Initiatives offered by colleges include leadership courses, mentorship programs, and extracurricular activities that foster interpersonal development and teamwork. Workshops on inclusiveness, diversity, and effective communication help people become more socially mature and ready for the challenges of the workplace and social environments. Interventions at the university level correspond with growing adult responsibility and independence. Universities give students the chance to participate in research projects, internships, and community service, which promotes effective teamwork and communication. Students' understanding of their roles in a larger societal context is deepened through courses on global citizenship, ethics, and social responsibility. Universities also provide mental health and counselling services to address the emotional dimensions of social maturity because they understand that social skills and resilience improve a student's capacity to navigate challenges of higher education and beyond.

CONCLUSION

In summary, social maturity affects an individual's emotional well-being, career success, and ability to contribute to society. It is closely related to an individual's total well-being. It emphasizes the significance of fostering social maturity at both the individual and collective

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levels for a healthier and more sustainable future, and it acts as a foundation for creating communities that are resilient and harmonious. Reaching social maturity and overall well-being is essential for achieving life's objectives. The study promotes the growth of socially mature people via appropriate guidance and educational empowerment. Enhancing my writing skills can be aided by knowing how gender differences, social maturity, and well-being are related to each other. The importance of integrating well-being concepts into school curricula to promote social maturity and general wellness is emphasized in the paper. It implies that this kind of method can offer insightful knowledge and direction on raising people. Examining how gender affects well-being, the study discovers positive correlations with a number of variables, emphasizing how crucial it is to take into account specific factors for a thorough understanding.

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Conflict of Interest

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