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## **Comparative Study of Cognitive Maturity and Family Environment of Hindi Medium and English Medium Student of High School Level**

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### **ABSTRACT**

Humans are sociable animals. He chooses the same goals and aspirations for the future. He works very hard to achieve these goals by abiding by moral, religious, and social conventions. Collectively, these are referred to as values, including moral, political, social, and religious values. Characteristics are actions that in still in people a sense of loyalty, accountability, compassion, thankfulness, honesty, and consistency. The values that people adhere to vary greatly, especially amongst cultures. A belief that holds value for one individual might not have the same value for another. Depending on their sociocultural context, societies have distinct sets of values, and these values fluctuate when new possibilities and technology are introduced. The purpose of this study is to ascertain the values of high school pupils. The study is being conducted using a self-made data gathering instrument, a survey approach, and a random sample strategy.

**Keywords:** Sociable, Aspirations, Consistency, Accountability, Technology

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### **Introduction**

The most significant aspect of a society's culture is its social ideals. They offer social order stability and broad rules for appropriate behavior in public spaces. Our behavior is determined, guided, and controlled by values such as equality, democracy, and respect for human dignity, rationality, sacrifice, individuality, and fundamental rights. People use their values as a frame work to evaluate their daily lives, set priorities, and decide between several courses of action. Values are higher order norms and broad guidelines. Most of them are unconsciously held beliefs about what is significant and moral. A value is the conviction that something is desirable and good. Values are norms of social behavior that come from social contact; they are things that the social conditions want. These objectives, expressed culturally, carry feeling and importance. Priority-based values direct our beliefs, attitudes, and behaviour. Certain people might choose their independence over justice and comfort. According to research, society has become narrow-minded and self-centered, with each

Person thinking only about themselves. As a result, human minds are becoming more corrupted, competitive, envious, and prone to disregarding their responsibilities and opposing viewpoints. Students are losing teamwork, camaraderie, fraternity, helping others, self- discipline, self-study, and other qualities because they want to accomplish too much at once. Materialism and modern living have an impact on them. Many students are acting in the other way, such as committing suicide. We came to the conclusion that values are being eroded in every field.

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### **Cognitive Maturity**

At least in a lab context, executive function reliably grows with age and reaches maturity by the time a person is eighteen years old. The ability to recognize that there could be several possible viewpoints on any given circumstance, issue, idea, or problem is a sign of cognitive maturity. When making significant judgments, someone who exhibits good cognitive maturity makes an effort to take this into account. While the autonomy of one's decision-making process is the precise foundation of psychological maturity, these results are intricately linked to lifelong processes of emotional, social, and moral development in addition to cognitive.

- i. **Memory Retrieval:** This is about recalling facts or experiences from the past.
- ii. **Visual Processing:** This cognitive function entails the interpretation and comprehension of visual stimuli.
- iii. **Language Comprehension:** At this point you interpret written and spoken words by decoding them.
- iv. **Problem-Solving:** This involves doing an analysis and developing a solution for an issue.
- v. **Decision Making:** This means selecting from a variety of possibilities.

- vi. **Vi. Selective Attention:** This makes it possible for you to concentrate mental energy on particulars.
- vii. **Emotional Processing:** This includes managing emotional reactions and using them effectively.
- viii. **Social Cognition:** This speaks to the ways in which understanding and interpretation are mediated by your social connections. For instance, understanding contextual cues defined by culture may make it easier for you to decipher the intentions, feelings, and thoughts of others.

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## Family Environment

The settings and social atmosphere that exist within families are considered to be a part of the family environment. Every family environment is diverse since every family is made up of various people in different settings. The settings may vary in a variety of ways. One glaring distinction, for instance, is the socioeconomic status.

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## Diversity among families

It is more common for families nowadays to take on a range of configurations. We call a family "a primary group, whose members assume certain obligations for each other and generally share common residences," which is an arbitrary group definition. Examining this term reveals the extent to which the concept of family has evolved. A family is a major group that is made up of "people who are intimate and have frequent face-to-face contact with one another, share mutually enduring and extensive influences, and have norms (that is, expectations regarding how members in the group should behave) in common." Family members therefore have a great deal of impact on one another because they are part of the same primary group. "Obligations to each other" is the second idea in the definition of a family. In the family structure, obligations involve sharing responsibility and a commitment to one another. "Common residences" is the definition's third idea. In other words, family members cohabit to some extent.

**Positive Family Functioning:** Apart from other caregiving responsibilities, family roles encompass "child care and child socialization, income support, and long-term care." We need to teach and care for children. For everyone in the family to prosper, there must be enough resources. The ability to ask for assistance from one another when needed should also be provided by family members.

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## Implications of the study for education:

A child does not come into the world predisposed to certain values. His parents' principles cannot be passed down to him. Values are all acquired just after the child is born. Parents and school administrators can plan a variety of events and activities to help in still values in pupils, some of whom might be the following-

- a. Moral teachings should be included in the stories found in the textbooks assigned to the pupils.
- b. Students that deserve it may receive prizes for displaying qualities like bravery, honesty, and truthfulness. The kids should receive their prizes in a social setting.
- c. Since happiness and success are correlated with good health, it is imperative that institutions provide daily physical exercise and yoga programs in the morning.
- d. Every school should require students to read a single religious text that contains all of the teachings on morality. Morning assembly need to be mandated in all educational establishments. It may last for thirty minutes. In addition to the Morning Prayer, some students and staff members may read aloud inspirational quotes, national anthems, religious texts pertaining to all major religions, and poetry of this kind may be performed.
- e. Students should participate in activities in class that simulate a mock parliament and involve discussions and debates on national issues. In an effort to impart suitable municipal ideals and viewpoints, pretend panchayat's, mock congregations, and so forth.

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## Conclusion

There was no discernible variation in the values of male and female pupils attending Hindi-medium high schools. There was no discernible difference in the values of male and female pupils attending English-medium high schools. Boys studying at the high school level in both Hindi and English did not significantly differ in their level of values. The degree of values among high Secondary school girls who spoke Hindi and English differently was found to be significantly different. English-speaking high school girls have a greater level of values than do Hindi-speaking females. There was no discernible variation in the values among high school Hindi Medium pupils.

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