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"ADEQUATE SELF-EVALUATION AS AN IMPORTANT FACTOR OF SOCIO-PERSONAL MATURITY IN ADOLESCENCE"

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Abstract. The article theoretically and empirically analyzes the regulatory role of adequate self-evaluation in the formation of socio-personal maturity during adolescence. The results of a study based on E.Greenberger and L.Steinberg’s "Psychosocial Maturity" inventory and A.Ya. Budassi’s technique for assessing the adequacy of the real and ideal "Self" are presented. It is proven that a high degree of adequacy of the "Self-concept" among youths serves as a key psychological determinant defining their personal autonomy, social adaptation, and work orientation.

Keywords: adolescence, adequate self-evaluation, socio-personal maturity, real and ideal "Self," psychosocial maturity, personal autonomy.

1. Introduction

The rapid globalization of modern society, the increase in information flow, and the growing complexity of social demands exert a significant impact on the personal development process during adolescence. This period is characterized by the individual's acquisition of independent decision-making skills, the mastery of social roles, self-awareness of the "Self," and the achievement of psychosocial maturity. In psychology, socio-personal maturity refers not only to the biological or cognitive growth of an individual, but also to their ability to take responsibility for their own behavior, adapt successfully to society, and constructively manifest their potential.

The formation of personal maturity in adolescents relies on a number of internal and external psychological determinants. These include the level of self-evaluation, the correspondence (adequacy) between the real and ideal "Self" images, as well as personal autonomy and social adaptability. The mutual harmony of these indicators serves as the primary factor determining the level of an adolescent's socio-personal maturity.

The purpose of the study:

To reveal the role of adequate self-evaluation as a psychological factor in shaping socio-personal maturity among adolescents and to determine their mutual correlational relationship using E.Greenberger, L.Steinberg, and A.Ya.Budassi's methodologies.

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The hypothesis of the study:

The higher the adequacy (objective self-evaluation) of the real and ideal "Self" images in adolescents, the higher their level of psychosocial maturity (components of personal autonomy, social adaptation, and work orientation), and this process acts as a key regulatory factor ensuring personal maturity during adolescence.

2. Literature Review and Theoretical Foundations

The problem of psychosocial maturity and the "Self-concept" has been studied within several fundamental theoretical frameworks in global and domestic psychology:

E.Greenberger and L.Steinberg's Theory of "Psychosocial Maturity": The authors examine psychosocial maturity through three main dimensions:

1. Individual maturity (personal autonomy, self-reliance, identity);
2. Interpersonal maturity (social adaptation, understanding others, ability to cooperate);
3. Social maturity (social responsibility, work orientation, respect for social norms). This triad serves as the foundation for an adolescent's successful socialization in society [1].

A.Ya.Budassi's Approach ("Self-Concept" and Self-Evaluation): An individual's self-evaluation is an indicator of their psychological stability and maturity. The minimization of the discrepancy (adequacy) between the real "Self" (how I perceive myself) and the ideal "Self" (how I want to be) indicates that the individual is free from internal conflicts and strives toward maturity [2].

Domestic Studies:

In the Uzbek psychological school, the relationship between self-awareness, independent decision-making, and social maturity during adolescence and early youth has been investigated by E.Gh.Ghoziev, V.M.Karimova, and other researchers, who emphasize that the formation of a subjective position determines adolescents' adaptability [3].

3. Research Methodology

An empirical study was conducted during the 2025–2026 academic year with the participation of 100 adolescents (boys and girls aged 16–19) consisting of academic lyceum and college students.

The following psychodiagnostic methods were used:

1. **E.Greenberger and L.Steinberg's "Psychosocial Maturity Inventory" (PSMI)** — to measure the levels of personal autonomy, social adaptation, and work orientation [1].
2. **A.Ya.Budassi's technique for determining the adequacy of the "Real and Ideal Self"** — to determine the level and objectivity of self-evaluation (the adequacy coefficient) [2].

Pearson's linear correlation coefficient (r) was used for mathematical and statistical analysis.

4. Results and Discussion

During the processing of empirical data, a strong statistical correlation was found between adequate self-evaluation and psychosocial maturity components in adolescents (Table 1).

Table 1. Correlation between psychosocial maturity and self-evaluation indicators (r)

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Psychosocial Maturity Components (Greenberger-Steinberg)	**Adequacy coefficient of the "Real and Ideal Self" (Budassi)**	**Correlation coefficient (r)**	**Significance level (p)**
Personal autonomy (independent decision-making)	Level of objective self-evaluation	$+0.62$	$p < 0.01$
Social adaptation (behavior in a team/society)	Consistency of self-perception	$+0.58$	$p < 0.01$
Work orientation and responsibility (approach to tasks)	Proximity of real and ideal self-images	$+0.67$	$p < 0.001$
General psychosocial maturity index	Adequate self-evaluation level	$+0.71$	$p < 0.001$

Results and Discussion:

1. **The relationship between adequacy and maturity:** Adolescents with a high adequacy score according to A.Ya. Budassi's methodology demonstrated higher indicators of personal autonomy ($r = +0.62$) and work orientation ($r = +0.67$) according to the Greenberger-Steinberg questionnaire. This indicates that an adolescent who can accurately evaluate their capabilities and shortcomings achieves positive results in finding their place in society and taking on responsibility.

2. **Determinative nature:**

3. Adequate self-evaluation acts as a primary psychological determinant of socio-personal maturity during adolescence. If the discrepancy between the real and ideal "Self" in an adolescent is too large (non-constructive self-evaluation), it leads to a decline in all components of psychosocial maturity. Adequate self-evaluation, however, resolves internal conflicts and adapts the individual to societal demands.

5. Conclusion and Practical Recommendations

During this theoretical and empirical study, the mechanisms of personal maturity formation in adolescence, as well as the role of adequate self-evaluation in determining socio-personal maturity, were comprehensively analyzed. Based on the obtained statistical results and theoretical generalizations, the following fundamental scientific conclusions were drawn:

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1. **The formation of the level of socio-personal maturity in adolescents and its dependence on the "Self-Concept":**

2. Adolescence is a stage of active reconstruction of the individual's "Self" image, mastery of social roles, and manifestation as an independent subject. The study demonstrated that the growth of socio-personal maturity in adolescents is directly dependent on their personal self-evaluation characteristics and the adequacy of their "Self-concept." It is considered a necessary prerequisite for adolescents who objectively perceive their capabilities, potential, and limitations to exhibit a high level of adaptability in complex social environments.

3. **Mutual harmonization of psychosocial maturity components:**

4. The comparative-correlational analysis of E. Greenberger-Steinberg's "Psychosocial Maturity" model and A.Ya. Budassi's technique for assessing the adequacy of the real and ideal "Self" revealed an important regularity. Specifically, the enhancement of personal autonomy ($r = +0.62$), social adaptation ($r = +0.58$), and work orientation ($r = +0.67$) indicators is ensured through the adequate harmonization of real and ideal "Self" images. This condition forms the foundation for internal balance and constructive activity in adolescents, serving as an appropriate scientific basis for determining their position in society.

5. **The regulatory role of adequate self-evaluation:**

6. Adequate self-evaluation acts as the most important regulatory factor ensuring socio-personal maturity and governing the behavior of an individual during adolescence. Non-constructive (inadequate — excessively inflated or deflated) self-evaluation causes internal conflicts, conformity, or negativism in the individual, thereby hindering the development of psychosocial maturity components. Conversely, adequate self-evaluation resolves these conflicts and is essential to ensure the successful integration of the individual into the social environment.

Practical Recommendations:

Based on the results of the conducted research, the following practical recommendations have been developed to enhance the effectiveness of the educational and upbringing process:

Establishing psychodiagnostic monitoring:

It is advisable for practical psychologists in secondary schools, academic lyceums, and vocational colleges to regularly utilize A.Ya. Budassi's real and ideal "Self" methodology during psychological observation processes with adolescents. This makes it possible to detect self-evaluation deviations (inadequacy) at an early stage.

Organizing correctional-developmental training sessions:

It was deemed necessary to widely introduce special socio-psychological training programs aimed at developing personal autonomy, healthy self-confidence, and social adaptability in adolescents (e.g., "I Understand Myself," "Step Toward Success").

Preparing methodological recommendations:

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It is considered appropriate to develop special methodological guides and recommendations for teachers and parents aimed at preventing crisis states during adolescence and supporting the correct formation of their "Self-concept."

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