



## A STUDY ON SOCIAL MATURITY OF HIGH SCHOOL STUDENTS

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### ABSTRACT :

*Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behaviour. Personality comprised of pattern of feelings, thoughts and activities that distinguishes one person from another. This study aims at investigating the social maturity of high school students. Out of the 240 respondents, 94 taken from government schools, 106 in private schools and 40 from aided schools were participated for the purpose of the study. Data collected was analyzed with descriptive statics using SPSS version 16. The results of the study indicated that high school student irrespective of their gender, location of school, mode of management, medium of instruction, parental qualification, parental occupation and no of siblings have average level of social maturity and there exists no significant difference between gender, location of school, mode of management, medium of instruction, parental qualification and no of siblings towards social maturity further there exists significance difference in parental occupation towards social maturity of high school students.*

**KEYWORDS :** Social Maturity, High School Students.

### INTRODUCTION

Social maturity is the process of appropriate attitudes for personal, interpersonal and social adequacies of an individual which are essential for functioning effectively in the society. Hurlock says that a socially mature individual conforms not so much because he approves of existing patterns of behaviour or because of fear of others but to realise that each individual must be willing to fit his wishes into the pattern approved by the group as a whole.

Social Maturity is a term commonly used in two ways like, with respect to the behaviour that is appropriate to the age of the individual under observation and secondly the behaviour that conforms to the standard and expectations of the adults. Thus Social Maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour. Raj defines social maturity as the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, social problem solving and judgment. Social responsibility, also a sub-trait of social maturity, defined as adherence to social rules and role expectations, by Went zel (1991) is instrumental in the acquisition of academic knowledge and skills.



### NEED AND SIGNIFICANCE OF THE STUDY

In today's society, children are more dependent on their parents. According to the research conducted by Indian Paediatrics Association in 2002 about the social maturity of the children, it was found that any kids embrace the entrance into the fascinating cultural and social that set them apart from adults.

Social maturity has to do with how well people understand the nature of the social world they live within. Social maturity is what enables us to function as healthy adults. Without it, we end up having a difficult time ourselves, or causing a lot of difficult times for other people. A high degree of social maturity has something to do with a high degree of social skill.

Children are by definition, socially immature, and nobody wants them to stay that the way as they grow into adults. In fact, a great deal of difficulty involved in helping children finds their way to become mature adults. It includes the development of social skills, psychomotor skills, self-care skills, social development. Any types of diseases can interfere with these skills. Social immaturity is also quite frequently associated with long term alcoholism and drug abuse which began in youth, and is frequently encountered by therapists treating clients who have been abused as children.

The present curriculum does not have adequate scope for developing such qualities. It is only cognition-oriented. Therefore children do not know how to behave properly with their elders, family members and neighbourhood etc. The true education largely depends upon the minds of the learners with endless powers. Now-a-days academic achievement has become the main aim of education which in turn leads to higher positions with no behavioural maturity.

### OBJECTIVES OF THE STUDY

- To find the level of social maturity of high school students with to the following sub samples:
  - ❖ Gender : Male/Female
  - ❖ Location of School : Rural/Urban
  - ❖ Mode of Management : Government/Govt. Aided/Private
  - ❖ Medium of Instruction : English/Tamil
  - ❖ Parental Qualification : School Education/College Education
  - ❖ Parental Occupation : Self-employee/Government employee
  - ❖ No of Siblings : 1/2/3
- To find out if there exists any significant difference between male and female high school students with respect to their social maturity.
- To find out if there exists any significant difference between rural and urban high school students with respect to their social maturity.
- To find out if there exists any significant difference between the sub samples of mode of management of high school students with respect to their social maturity.
- To find out if there exists any significant difference between medium of English and Tamil of high school students with respect to their social maturity.
- To find out if there exists any significant difference between the sub samples of parental qualification of high school students with respect to their social maturity.
- To find out if there exists any significant difference between the sub samples of parental occupation of high school students with respect to their social maturity.
- To find out if there exists any significant difference between the sub samples of no of siblings of high school students with respect to their social maturity.

### HYPOTHESES

1. There is no significant difference between male and female high school students with respect to their social maturity.

2. There is no significant difference between rural and urban high school students with respect to their social maturity.
3. There is no significant difference between the sub samples of mode of management of high school students with respect to their social maturity.
4. There is no significant difference between medium of English and Tamil of high school students with respect to their social maturity.
5. There is no significant difference between the sub samples of parental qualification of high school students with respect to their social maturity.
6. There is no significant difference between the sub samples of parental occupation of high school students with respect to their social maturity.
7. There is no significant difference between the sub samples of no of siblings of high school students with respect to their social maturity.

### SAMPLE

In this study, the sampling unit was the teachers of high school schools of Vellore district. The sample size was selected to represent the whole population and also to give the real picture. The total size of the sample was 240. The samples were collected using Random sampling technique. Out of the 240 samples, 94 were taken from government schools, in private 106 and aided 40 teachers were taken as sample of study.

### Tool

- Social Maturity Scale by Dr. Nalini Rao.

### Analysis of Data

**Table 1: Level of Social Maturity of High School Students**

Categories	Sub-samples	N	Mean	SD	Level
Gender	Male	91	267.92	18.43	Avg
	Female	149	266.87	19.46	Avg
Location of School	Rural	104	267.81	20.07	Avg
	Urban	136	266.86	18.29	Avg
Mode of Management	Government	94	270.44	19.57	Avg
	Govt aided	40	268.50	18.59	Avg
	Private	106	264.00	18.37	Avg
Medium of Instruction	English	141	266.56	19.52	Avg
	Tamil	99	268.28	18.41	Avg
Parental Qualification	School Education	92	268.35	18.61	Avg
	College Education	148	266.60	19.35	Avg
Parental Occupation	Self-employee	129	270.08	20.93	Avg
	Government employee	111	264.00	16.08	Avg
No. of Siblings	One	113	266.98	19.93	Avg
	Two	95	267.09	18.90	Avg
	Three	32	268.84	16.61	Avg

**Avg = Average**

In this study, based on normal curve of high school student secured scores in between 248.22 to 286.32 ( $-1\sigma$  to  $+1\sigma$ ) are classified as having average level of social maturity. Table-1 shows the social maturity mean and standard deviation values. The calculated mean values are less than 286.32 more than 248.22. Therefore, it is found that the high school student irrespective of their gender, location of school,

mode of management, medium of instruction, parental qualification, parental occupation and no of siblings have average level of social maturity.

**Table 2: 't' test between Mean Scores of Gender of High School Students towards Social Maturity**

Gender	N	Mean	SD	't' Value	Level of Significance
Male	91	267.92	18.43	0.411	Not Significant
Female	149	266.87	19.46		

Table-2 depicts that the calculated t-value 0.411 is not significant at 0.05 level. Hence, the null hypothesis-1 is accepted. It is inferred that there is no significant difference found out between male and female high school students with respect to their social maturity.

**Table 3: 't' test between Mean Scores of Location of School of High School Students towards Social Maturity**

Location of School	N	Mean	SD	't' Value	Level of Significance
Rural	104	267.81	20.07	0.385	Not Significant
Urban	136	266.86	18.29		

Table-3 indicates that the calculated t-value 0.385 is not significant at 0.05 level. Hence, the null hypothesis-2 is accepted. It is inferred that there is no significant difference found out between rural and urban high school students with respect to their social maturity.

**Table 4: 'F' test among the Sub- samples of Mode of Management with respect to their Social Maturity**

Source of Variance	Sum of Squares	Mean Squares	df	F	Level of Significance
Between Groups	2142.616	1071.308	2	3.001	Not Significant
Within Groups	84609.234	357.001	237		
Total	86751.850		239		

Table-4 shows that the calculated F-value 3.001 is not significant at 0.05 level. Hence, the null hypothesis-3 is accepted. It is inferred that there is no significant difference among sub samples of mode of management with respect to their social maturity of high school students.

**Table 5: 't' test between Mean Scores of Medium of Instruction of High School Student towards Social Maturity**

Medium of Instruction	N	Mean	SD	't' Value	Level of Significance
English	141	266.56	19.52	0.686	Not Significant
Tamil	99	268.28	18.41		

From Table-5, the calculated t-value 0.686 is not significant at 0.05 level. Hence, the null hypothesis-4 is accepted. It is inferred that there is no significant difference found out between English and Tamil medium of high school students with respect to their social maturity.

**Table 6: 't' test between Mean Scores of Parental Qualification towards Social Maturity**

Parental Qualification	N	Mean	SD	't' Value	Level of Significance
School Education	92	268.35	18.61	0.694	Not Significant
College Education	148	266.60	19.35		

Table-6 depicts that the calculated t-value 0.694 is not significant at 0.05 level. Hence, the null hypothesis-5 is accepted. It is inferred that there is no significant difference found out between school education and college education of high school students with respect to their social maturity.

**Table 7: 't' test between Mean Scores of Parental Occupation of High School Students towards Social Maturity**

Parental Occupation	N	Mean	SD	't' Value	Level of Significance
Self-employee	129	270.08	20.93	2.490	Significant
Government employee	111	264.00	16.08		

From Table-7, the calculated t-value 2.490 is significant at 0.05 level. Hence, the null hypothesis-6 is rejected. It is inferred that there is significant difference found out between self-employee and government employee of high school students with respect to their social maturity.

**Table 8: 'F' test among the Sub-samples of No. of Siblings with respect to their Social Maturity**

No of siblings	Sum of Squares	Mean Squares	df	F	Level of Significance
Between Groups	91.519	45.760	2	0.125	Not Significant
Within Groups	86660.331	365.655	237		
Total	86751.850		239		

Table-8 indicates that the calculated F-value 0.125 is not significant at 0.05 level. Hence, the null hypothesis-7 is accepted. It is inferred that there is no significant difference among sub samples of no of siblings with respect to their social maturity of high school students.

#### FINDINGS OF THE STUDY

1. There is no significant difference found out between male and female high school students with respect to their social maturity.
2. There is no significant difference found out between rural and urban high school students with respect to their social maturity.
3. There is no significant difference among sub samples of mode of management with respect to their social maturity of high school students.
4. There is no significant difference found out between English and Tamil medium of high school students with respect to their social maturity.
5. There is no significant difference found out between school education and college education of high school students with respect to their social maturity.
6. There is significant difference found out between self employ and government employ of high school students with respect to their social maturity.
7. There is no significant difference among sub samples of no of siblings with respect to their social maturity of high school students.

#### EDUCATIONAL IMPLICATIONS

- Teachers will be helpful in understanding the level of development of social behaviour among the students.
- It will be helpful for school administrators to develop activities for students to develop social responsibility.
- It will help parents to develop insights to solve the social needs and problems of teenagers.
- In the study, students should be a very important job of H.S. school level students for the development of the moral values of healthy life and the strengthening of social maturity, which will help the students.

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## CONCLUSION

Almost all commissions and committees favour the need for developing social maturity among the learners through curricular and co-curricular means. Indian Education Commission (1966) and National Educational Policy (1986) have highlighted the need for developing personality among adolescents as well as beyond the stage of adolescence. It is the responsibility of the teachers to organize personality development programmes to enable the learners to attain not only social maturity but also attain integrated development of personality. Moreover in public, who have high social status may be invited to share their experiences and provide necessary guidance to their learners. Competitions like debate, quiz and elocution etc. aim at developing social maturity of the learners.

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