



## SOCIAL MATURITY AMONG SECONDARY SCHOOL STUDENTS

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### ABSTRACT

The ability to function in an appropriately responsible manner while understanding the social rules and norms in place in a given culture and the ability to use that knowledge effectively is known as social maturity. To be effective in his social relations, a person needs to acquire the social skills that enable him to deal with people tactfully and with understanding. This study was designed to study the social maturity among secondary school students. The sample of the study was selected by random sampling method which includes 100 secondary school students of Kathua district. For data collection the investigator has used Rao's Social Maturity scale developed by Dr Nalini Rao. The collected data was analyzed with the help of t-test. Research finding revealed that there exists significant gender differences in social maturity among secondary schools students. Finding also revealed that there exists no significant difference in social maturity among government and private secondary schools students.

**KEYWORDS :** - Social Maturity, type of school

### INTRODUCTION

Social maturity is the ability to tolerate and adjust to frustration with stress while attaining tolerant outlook, a satisfactory life philosophy that enables to satisfy physical as well as psychological needs. 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. Crow & Crow (1959) said that "a child is considered socially mature when his responses to a situation are appropriate to his development and adequate to meet the demands of situation within the framework of societies.

The 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. Social maturity enables a student to choose positive and productive decisions at the time of competition and difficulty. Sarojamma (1990) compared the reading ability and social maturity of over, normal and underachievers of standard VII and found that there was significant difference in the reading ability of normal and underachievers, over- and normal achievers, girls and boys and students having high and low social maturity. Aggarwal (2007) studied the social maturity of adolescents in relation to cognitive and non- cognitive variables reported significant relationship between social maturity and intelligence and no relationship between social maturity and academic achievement. She also found no significant gender differences on the basis of social maturity. Puar and Thukral (2012) conducted study on social maturity and academic achievement of high school students over a sample of 400 (200 boys and 200 girls) high school students studying in xth class in 8 different schools ( 4 urban and 4 rural) affiliated to CBSE, New Delhi. The result reveals that (i) There is significant relationship between social maturity and academic achievement of high school students. (ii) No significant differences were observed between boys and girls as well as rural and urban high school students on the basis of their social maturity. Shah (2012) conducted study on social maturity, school adjustment and academic achievement on a sample 347 girls from class 9th to 12th of residential schools of North India. He found that social maturity contributes both to school adjustment and academic of residential school students. Gupta (2014) examined social maturity among 100 male and Female M.Ed. Students. After the analysis of the result, it was found that all M.Ed. students are social mature whether they belong to science and humanity groups, there is no significant difference in the social maturity level among female arts and science students. It was observed that there is no significant

difference in the social maturity level among male and female students. Madhuri and Choudhary (2016) studied social maturity of adolescents in relation to their home environment and found that there is significant negative relation between social maturity of adolescent students and various dimensions of home environment related to them.

Social maturity is evidence by an individual's capacity for making and keeping friends. To be effective in his social relations, a person needs to acquire the social skills that enable him to deal with people tactfully and with understanding. Thus, the study was conducted with the objective to know about the social maturity of secondary school students of Kathua district (J&K). It is possible that the results of the study will enable the teachers as well as the parents to deal effectively with children and provide guidance in becoming socially mature individuals.

### OBJECTIVES OF THE STUDY:

1. To study the difference in social maturity of secondary schools student with respect to gender and type of school.

### HYPOTHESES OF THE STUDY:

1. There will be no significant gender difference in social maturity of secondary schools student.
2. There will be no significant difference in social maturity of govt and private secondary schools student.

### DELIMITATIONS OF THE STUDY:

1. The study is delimited to Kathua district only.
2. The study is delimited to higher secondary school students only.
3. The study is delimited to the sample of 100 higher secondary school students only.

### METHOD

The investigator has adopted descriptive survey method for conducting the study.

### SAMPLE

The study was conducted on 100 secondary school students of 11th standard randomly selected from schools of Kathua District. Out of the selected students 50 were from the government schools (25 female and 25 male) and 50 from private schools(25 female and 25

male).

**TOOL USED**

Nalini Rao's "Social Maturity Scale" was used to collect the data. The scale consists of three components viz., personal adequacy (work orientation, self direction and ability to take stress), interpersonal adequacy (communication, enlightened trust and cooperation) and social adequacy (social commitment, social tolerance and openness to change). It is a four point scale (Strongly Agree, Agree, Disagree and Strongly Disagree) consisting of 90 items. The test- retest reliability of the scale is found to be 0.79 and has been validated against the external criterion.

**STATISTICAL TECHNIQUES TO BE EMPLOYED**

In order to achieve the above mentioned objectives the investigator has employed following statistical techniques i.e. Mean, S.D, t-test.

**HYPOTHESIS 1:** There will be no significant gender difference in social maturity of secondary schools student:

**TABLE 1**

**Values of Mean, S.D., SEDM and 't' of social maturity for male and female secondary schools student**

Variable	Group	N	Mean	S.D	SE <sub>DM</sub>	T	Significance
Social maturity	Male	50	230.64	11.66	2.64	3.09	Significant
	Female	50	238.8	14.62			

Review of TABLE 1 reveals that the computation value of 't' of social maturity for male and female secondary schools student is 3.09 which is greater than 2.58 the table value of 't' at 0.01 level of significance. The calculated value thus, equal to the table value. The value of 't' is therefore, significant. It can therefore, said that there exists significant gender difference in social maturity of secondary schools student. Hence, the (Hypothesis H1) that there will be no significant gender difference in social maturity of secondary schools student is rejected. From the table it is noticed that the mean value of female is higher than that of male indicating the level of social maturity of female is higher than the girls.

**HYPOTHESIS 2:** There will be no significant difference in attitude of secondary schools student towards gender responsive school environment with respect to type of school:

**TABLE 2 Values of Mean, S.D., SEDM and 't' of social maturity for government and private secondary school students.**

Variable	Group	N	Mean	S.D	SE <sub>DM</sub>	T	Significance
Social maturity	Govt	50	231.28	14.04	2.88	1.87	non Significant
	Private	50	236.68	14.78			

Review of TABLE 2 reveals that the computation value of 't' of social maturity for government and private secondary schools students is 1.87 which is less than 1.98 the table value of 't' at 0.05 level of significance. The calculated value thus, less than the table value. The value of 't' is therefore, non significant. It can therefore, said that there exists no significant difference in social maturity of secondary schools student with respect to type of school. Hence, the (Hypothesis H2) that there will be no significant differences in social maturity of secondary schools student with respect to type of school is retained.

**CONCLUSIONS AND IMPLICATIONS:**

On the basis of the above findings it can be concluded that there exists a significant difference between male and female and their exist no significant difference between government and private secondary school students in their social maturity. Parents and

teachers play a great role in the development of social skills among the students. This can develop self-confidence, self-direction, social feeling, social and human values. There is a dire need to bring stringent changes in the curriculum by introducing content and curricular activities that directly or indirectly enhances the social aspects of the individual.

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