

## A DESCRIPTIVE SURVEY ON LEVEL OF SOCIAL MATURITY AMONG HIGHER SECONDARY STANDARD STUDENTS

\* *Saima Irfan Dabir,*\*\* *Sarrah Lokhandwala**S.Y.B.Ed, Aishabai College of Education***Abstract:**

*Social Maturity can be described as an individual's ability to conduct himself in an appropriately responsible manner while bearing in mind the social rules, customs and norms in place in a given culture and the ability to use that knowledge constructively to make the right decisions. It encompasses various abilities such as self-efficacy, occupational activities, communication, self-direction and social participation. Social Maturity is the process of inculcating appropriate attitudes for Personal, Interpersonal, and Social Adequacies of an individual, which are essential for functioning effectively in the society. The present paper endeavours to study Social Maturity in secondary school students. Specifically, the study aims to find the relationship between students' Social Maturity and their grade in high school. For this, a sample of 130 students was selected by random sampling method and surveyed in accordance with Rao's Social Maturity Scale developed by Dr Nalini Rao. The collected data was analysed with the help of t-test. The findings of this study revealed a significant relationship between students' grade and their level of Social Maturity.*

**Keywords:** *Anxiety, Social Maturity, Higher Secondary School Students, Social Adequacy*

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**Introduction:**

Development depends upon the maturation and learning which is concerned with the force, inside as well as outside of the individual. Generally there are three types of maturity viz., Physical, Psychological and Social Maturity. So a person who has characteristics of awareness of his roles in the group desires to keep pace in social life may be called a socially mature person. Social maturity can be defined as knowing what to do and endeavouring for it by following role models to attain the desired level of acceptable social behaviour (Shanmuganathi, 2020). Social Maturity is a concept commonly described in two ways viz, first 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 society. Achieving social maturity is a complex process. It encompasses a myriad of social abilities such as self-efficacy, occupational activities, communication, self-direction and social participation. Social maturity is what enables human beings to function as healthy adults. A high degree of social maturity has something to do with a high degree of social skills. Thus, social maturity enables an individual to have a more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour.

The school is frequently seen as the second family in the students' lives where substantial social development takes place. In addition to the overall development of the students, schools play an important role in the preservation and development of society. Schools inform students about the customs, rituals and values that make a society, thus functioning as a "miniature of society." The socialising agents, especially the parents, peer groups, and by extension,

the entire human community, are significant factors that decide the material dimension of social maturity in the personality of children. Man is considered as a social animal, and his existence without a social set up can hardly be visualised. Parents, family members, neighbours, peer groups, society, etc. expect him to behave in a socially acceptable manner and to learn the ways to interact with them. This ability to function in an appropriately efficient manner while understanding the social rules and norms in place in a given culture and the ability to use that knowledge effectively is fostered by the education system alongside parents and peers. Social maturity also influences the individual's ability to tolerate and adapt to disappointment and stress while attaining a tolerant outlook and a satisfactory life philosophy that enables one to satisfy physical as well as psychological needs.

### **Review of Literature:**

Suresh, Kumar (2015) in his publication titled “A Study of General Well-being in Relation to Social Maturity of Senior Secondary School Students” observed that there is a significant relationship between social maturity and general well-being of school students and found that these concepts are correlated to each other. It found that there is a significant difference in mean scores of rural and urban students with respect to their general well-being. Urban students have better social maturity than their rural counterparts. Arnab, Pan. (2014) conducted a study on “Adjustment of Ability and Social Maturity between Secondary School Students in West Bengal.” The finding shows that there is a significant difference in students' adjustment ability and social maturity in relation to their gender, strata and socioeconomic status. The paper notes a significant correlation between the adjustment ability and social maturity. This study helps all the institutional units, especially the teacher to understand how institutional adjustment influences students' social maturity. Vijay, P. and Thilagavathy, T. (2014) for his paper “A Study on Career Decision Making and Social Maturity of Graduate Students” conducted a survey on 692 students who were sampled by adopting simple random sampling technique. Of these, 228 were boys and 464 were girls; 280 students from arts and 412 students from science; 375 students from rural and 31 students from urban colleges. The study found that the career decision making of graduate students and their social maturity are both of moderate level. It further inferred that there is no significant correlation between career decision making and social maturity.

Dinesh, kumar and Ritu. (2013) in their publication titled “A study on Social Maturity of Senior Secondary School students in Relation to personality.” aimed to know the relationship between social maturity and personality of senior secondary school students. The study found that there is a positive relationship between social maturity and personality of senior secondary school students and there is significant difference between social maturity and personality between male and female secondary school students. A handful of research studies have been conducted on social maturity among adolescents with varying results. A.S. Arul Lawrence and Rev. Dr. I. Jesudoss (2011) studied the correlation between Social Maturity and Academic Achievement of Higher Secondary School Students and inferred that girls are found to have more Social Maturity and Academic Achievement than boys; it was also proved that girls achieve maturity considerably earlier than boys. The study also touched on society's expectation that girls should express more mature behaviour than boys, and how this may impact their attainment of social maturity among girls. Diwan (1998) conducted research aimed at studying the impact of socio-economic status on the social maturity of higher secondary students. The study concluded that the students belonging to urban areas and rural areas have negligible differences in their social maturity scores. Rani Swarupa and C.R. Prabha (2008) surveyed social maturity levels of adolescents belonging to different parenting styles. The results of this study revealed higher social maturity levels of adolescents who had been exposed to a democratic parenting style. A significant majority of the adolescents belonging to permissive parenting

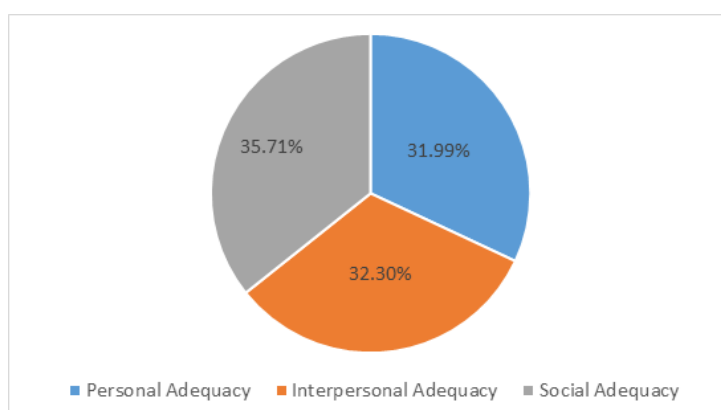
style showed moderate level of social maturity, whereas the adolescents with authoritarian parents scored lowest in social maturity. The study also inferred that girls generally had more social maturity than boys.

### **Methodology and Sample of the Study:**

A Descriptive survey was carried out in order to study the level of Social Maturity of Secondary School Students. Convenient sampling technique was used for data collection. For the purpose of this study, data was collected from 130 students. A Social Maturity questionnaire consisting of 90 items designed by Nalini Rao (1986) was used to collect data from students which was scored on a 4 point rating scale from Strongly Agree, Agree, Disagree to Strongly Disagree. The scores of 4, 3, 2 and 1 for positive items and 1, 2, 3, 4 for negative items. The scores of a respondent on 3 dimensions of the Social Maturity i.e., Personal Adequacy, Interpersonal Adequacy and Social Adequacy collectively give his/her Composite Social Maturity Score. Out of total students 63 were girls and 67 were boys. The following table depicts the sample size.

**Table 1.1: Sample size for present study based on Dimensions of Social Maturity**

Sample	Percentage (%)
Personal Adequacy	31.99
Interpersonal Adequacy	32.30
Social Adequacy	35.71



**Figure 1.1: Sample Size for Present Study Based on Dimensions of Social Maturity**

Out of 130 students, 31.99% displayed Personal Adequacy, 32.30 % displayed Interpersonal Adequacy and 35.71% displayed Social Adequacy.

### **Scope and Delimitations of the Study:**

The proposed study was conducted and the data was collected from VIII , IX and X standard students from Higher Secondary Schools, English Medium only. Consideration was given to students from urban communities. Other school sections like primary and middle secondary were not considered. College students were also not considered. The present study took the attitude of students towards the level of Social Maturity. The present study focused on only 3 dimensions of Social Maturity i.e., Personal Adequacy, Interpersonal Adequacy and Social Adequacy. The effect of grade on Social Maturity was studied in the present study, other variables affecting Social Maturity like well-being, urban-rural area, etc

were excluded. A descriptive survey method was adopted, other methodology of research like observation, interviews, case-study was not carried out.

### Hypothesis Testing and Interpretation of Data:

1. There is no significant difference in the level of Social Maturity among Secondary School Student's.
2. There is no significant difference in the level of Social Maturity among Secondary School Student's based on following dimensions:
  - Personal Adequacy
  - Interpersonal Adequacy
  - Social Adequacy
3. There is no significant difference in the level of Social Maturity among VIII, IX and X Standard School Students.
4. There is no significant difference in the level of Social Maturity among VIII, IX and X Standard School Students based on following dimensions:
  - Personal Adequacy
  - Interpersonal Adequacy
  - Social Adequacy

**Table 1. 2: Relevant Descriptive Statistics**

	Mean	Median	Mode	SD	Skewness	Kurtosis
<b>All Students</b>	230.57	227	220	27.49	0.24	-0.08
<b>Personal Adequacy</b>	73.74	72	75	15.10	0.56	0.51
<b>Interpersonal Adequacy</b>	74.47	74	76	8.19	0.90	2.19
<b>Social Adequacy</b>	82.35	83	88	9.11	-0.05	-0.93

The above table shows relevant descriptive statistical measures that were used to test Hypothesis 1 and 2.

**Hypothesis 1:** The Mean for Higher Secondary School Students was found to be 230.57, Median was found to be 227, Mode was found to be 220 and Standard Deviation was found to be 27.49. The distribution is positively skewed. The Skewness is found to be 0.24. The Kurtosis is found to be -0.08 which is negative and thus the distribution is Platykurtic.

**Hypothesis 2:** For Personal Adequacy among Higher Secondary School Students, the Mean was found to be 73.74, Median was found to be 72, Mode was found to be 75 and Standard Deviation was found to be 15.10. The distribution is positively skewed. The Skewness is found to be 0.56. The Kurtosis is found to be 0.51 which is positive and thus the distribution is Leptokurtic.

For Interpersonal Adequacy among Higher Secondary School Students, the Mean value is 74.47, Median value is 74 and the Mode value is 76. The distribution is positively skewed. The Skewness is found to be 0.90. The Kurtosis is found to be 2.91 which is positive and thus the distribution is Leptokurtic.

For Social Adequacy among Higher Secondary School Students, the Mean value is 20.61, Median value is 21 and the Mode value is 21.77. The values of Mean, Median and Mode are in ascending order therefore, the distribution is negatively skewed. The Skewness is found to be -0.05. The Kurtosis is found to be -0.93 which is negative and thus the distribution is Platykurtic.

**Table 1.3: Inferential Data Analysis**

	Grade	N	Mean	t value	p value	LoS
<b>Social Maturity</b>	VIII and IX	77	234.72	2.1	0.03	<b>S</b>
	X	53	224.54			
<b>Personal Adequacy</b>	VIII and IX	77	75.50	1.61	0.10	<b>NS</b>
	X	53	71.18			
<b>Interpersonal Adequacy</b>	VIII and IX	77	75.11	1.07	0.28	<b>NS</b>
	X	53	73.547			
<b>Social Adequacy</b>	VIII and IX	77	59.51	2.4	0.017	<b>S</b>
	X	53	56.77			

The above table shows relevant descriptive statistics for secondary students used to test Hypothesis 3 and 4.

**Hypothesis 3:** The t value of Social Maturity among VIII, IX and X Standard School Students was found to be 2.1 and the p value was found to be 0.03, which is in between 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is no significant difference in the level of Social Maturity among VIII, IX and X Standard School Students

**Hypothesis 4:** The t value of Social Maturity dimension, Personal adequacy and Interpersonal Adequacy was found to be 1.61 and 1.07 respectively, p value was found to be 0.10 and 0.28 respectively which are greater than 0.01 and 0.05. thus, the null hypothesis is accepted as far as both these dimensions are considered. There is no significant difference in the level of Social Maturity among VIII, IX and X Standard School Students based on Personal Adequacy and Interpersonal Adequacy

Social Adequacy dimension of Social Maturity among VIII, IX and X Standard School Students was found to be 2.4 and the p value was found to be 0.017, which is less than 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is no significant difference in the level of Social Maturity among VIII, IX and X Standard School Students based on Social Adequacy. The means core of VIII and IX standard students towards Social Adequacy was 59.51 which is greater than X standard students which was found to be 59.77, thus students of standard VIII and IX have higher level of Social Adequacy as compared to X standard Students.

#### **Discussion and Conclusion:**

On the basis of the above findings, it can be concluded that there exists a significant difference in the levels of Social Maturity among students of different Higher Secondary Grades. The level of Social Maturity of VIII and IX Grade Students was found to be considerably higher than that of X Grade Students. This difference is also reflected in the level of Social Adequacy of the Students, whereby VIII and IX Grade Students fared better than X grade Students in Social Adequacy. This difference may be attributed to the fact that VIII and IX Grade Students were exposed to digital and

social media relatively earlier than students currently in grade X. The difference may also reveal differences in mindsets at different ages of adolescence. Parents and teachers have an important role to play in the inculcation of social skills among the students. Children often emulate their parents and teachers which plays a significant role in the development of self-confidence, self-direction, social feeling, social and human values. There is an urgent need to usher in monumental changes in the curriculum by setting forth content and curricular activities that supplement the development of social skills among students.

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