

Assessment of Social Maturity of Pri-University students of Mahoba

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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. **Subjects:** - Total 400 (200 boys and 200 girls) Pre-University students of different schools of Mahoba, Uttar Pradesh, India were selected as subjects for the study. A questionnaire on Social Maturity Scale (SMS) prepared and standardized by Dr. Nalini Rao was used for collecting data. **Results:** - The Z-score was calculated on the base of data collected. The result shows that 2.5% boys and 7.5 % girls have average SM, 77.5 % Boys and 77.5 % girls have above average level of SM, and 20% of boys and 15% of girls have High level of SM. When the data of all students was combined for average scores of Social maturity it was found that all the students were found to be above average level of SM as their Z-Score was found .73 which falls in the range of above average of SM on SMS. **Conclusions:** - it was concluded that most of the students of different schools of Mahoba have above average level of SM.

Key Words: Social Maturity, Bundelkhand, Behaviour, Self Control, Social Adjustment.

Introduction:

Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behaviour. Social maturity is a long process to be socially mature. Students should be exposed to those people who are socially mature so they can pattern their behaviour accordingly. The students can try to reach the expectations of the social system, parents, teachers, siblings and peers who matter to them. In today's society when the children are living in nuclear set ups, where they don't have their grandparents or uncle or aunts to share their experiences with them or telling them to dos and don'ts. This is a changing phase where the parents bear the whole responsibility for upbringing and inculcating the values in their children. But if the parents are working then there are greater chances that their children will face more complication to be familiar with social values. The one who was child yesterday is become an adult today and will become an old tomorrow...what if he got an immature behaviour...he might continue to live with this immaturity till his old age, within this course of time he might be drawing negative experiences due to this immaturity. A socially immature person is not happily acceptable, he is being getting rid of, avoided or neglected, since adolescence is the age when the person is observed for their behaviour, therefore it's an important age to attain the maturity. A matured student behave well, perform well and most of all become a good part of the society, in comparison to those whose immature behaviour creates problem for them and for others well, and they are rejected by the society and could not earn the respect and honour. It's a very important for the natural development that the person is acceptable is society, he get good friends, he get respect and gives respect to others also, since a man is a social animal so he needs to combine. He can't live alone.

Greek philosopher Aristotle said so that man is a social animal, he who lives alone is either a beast or God

The present study tries to find out how mature our next generation is? with a view to ensure if these students are aware of social norms, will they be able to constitute a good society

Their responses are the depiction of their thinking and behaving, letting us know what kind of thoughts prevailing in their minds, since we call this age as the digital age, but in an area like Bundelkhand which is under developed students are still away from digital age ,they are developing but not rapidly the process is slow, so we thought to conduct a survey based study in order to find out their status of maturity to see if they are at par or not.

The Nature of Social Maturity:

The maturity of a student is influenced by various social factors as under:

(i) Concept of dependence:

Independence; An individual is required to modify .His behaviour in terms of asserting his independence and seeking aid or relief in the socio cultural context.

(ii) Self Control:

Self-control as a part of social maturity is necessary for decision making and facing the consequences. Acquiring self-control is partly maturational and partly learnt behaviour.

The students studying in a secondary school understands that society does not expect him to regress to childhood behaviour at this age so he attempts at coming up to the expectations of the society and this he achieves by controlling his behaviour.

(iii) Stress:

Everybody has to overcome stresses. Every time there is a stress situation. A mature individual mobilizes the available resources and utilize. Then to the best of his ability to overcome the stress.

(iv) Social maturation: Socially mature are aware of their roles. During the process of social growth students learn to live up to the expectations of the society in which they live.

Ability to Size Up a Social Situation: Another component of social maturity is to size up a social situation and react to it appropriately.

Social Adjustment and Social Maturity: The behaviour of the individual depends on maturation. Maturation is also helpful in the process of social adjustment. The socialization plays an important role in social maturation, social learning and social adjustment. Much of the behaviour of child determined by the process of socialization.

The ultimate aim of effective social development in status-hood is the attainment of social maturity. A social mature adult shows a few important characteristics. He is able to adapt himself successfully to his fellowmen .It includes such behavioural forms as group compatibility, kindness and sympathy, fair play emotional adjustability, courtesy and politeness, dependability, self-confidence, co-operation, leadership and cheerfulness. A socially mature individual should be able to make judgments, decisions and take proper action in face of problems and critical issues. He should be able to participate in cooperative activities without conflict with others. He is capable of taking responsibility for his own actions, and of making and keeping a large number of friends. He has a well-balanced and objective estimate of himself and can take on himself different roles in accordance with the demand of different situations. He identifies with the interests of the group and puts the group benefits before his selfish gains

Literature Review

Sodhi (2000) studied social maturity as related to gender, anxiety and adjustment of the adolescents and found that there was no significant difference between 3 dimensions of social maturity viz. personal adequacy, interpersonal adequacy, and social adequacy of male and female adolescent. Adolescents pursuing humanities as well as science as streams of disciplines did not differ on social maturity.

Vora (1980) conducted a study on comparative analysis of social maturity of students coming urban and rural area to analyze the social maturity of students of colleges of education concluded that the student teachers coming from the urban areas were more mature than the student teachers from the rural areas as well as male student teachers were superior to female student teachers.

Mulia (1991) compared the social maturity of higher secondary students in the context of their streams, sex and DIQ. It was concluded that there was no significant difference in social maturity among students of the three streams, and between two sexes while DIQ had main significant effect on social maturity streams and sex.

Yadav (1992) while studying the social maturity of teachers before and after teacher training found that social maturity of teacher trainees increased in all the dimensions except for self direction, personal adequacy, etc.

Gavazzi et. al. (1995) examined the impact of family differentiation and peer differentiation levels on adolescent problematic behaviours and psycho social maturity in 63 families, each of whom had adolescent offspring (aged 11-19yrs). Differentiation levels were assessed in both the families and peer systems. It was found that family differentiation was the sole predictor of adolescent problematic behaviour. Additional regression analysis indicated that peer differentiation was a significant predictor of psycho social maturity, along with the significant impact of adolescent gender and age.

Phatak et. al. (1995) studied motor development, mental development and 15 environmental components as the independent variables and social maturity as the dependent variable in a study of 89 infants assessed at 3, 6, 9, 12, 18, 24 and 30 months of age. It was summarized that a child having educated parents, an elderly mother with commitment for outside work and a father occupied in work related to learning or skills with managerial freedom was contributing positively to development of social maturity.

Gao (2001) compared the social maturity of pre school children with cerebral palsy of Japan and China and concluded that the social maturity level was lower in the Chinese children than in the Japanese. The children who were under collective cares were higher on the scale of social maturity than those children who are provided care in their homes.

Lestari et. al. (2005) investigated factors influencing social maturity among obese children at elementary school in Surankarta. It was concluded that the prevalence of social immaturity in these children was 32.5%.

Kaneko and Okamura (2006) conducted study on the social maturity, self perception, and associated factors, including motor co-ordination of children with attention deficit hyperactivity disorder. It was suggested that most of the subjects had some degree of motor problem and delay of social maturity. They also suggested an association between social maturity and static-dynamic balance, which was one of the indices of motor coordination.

Landis et. al. (2006) studied cognitive social maturity, life change events, and health risk behaviours among adolescents: Development of a structural equation model. It was found that adolescents' social thought process was related to their recent life events, which in turn are related to their substance use behaviours.

Chand (2007) conducted study on social maturity among student teachers and concluded that both male and female student teachers belonging to rural and urban localities did not differ from each other on personal adequacy and interpersonal adequacy dimensions of social maturity.

Pooja (2008) conducted study on impact of values on social maturity of senior secondary school students and concluded that there was significant difference between the students studying in government and private schools with regard to 3 dimensions of social maturity. Female students were better self-directed and had more ability to take stress than their male counterparts. There was no difference between social maturity of students with regard to their values. The review of studies suggests that most of the studies are conducted upon children of various age groups and very rarely any study has been conducted upon student teacher. Thus, the study was conducted with the objective to know about the social maturity of student teachers in relation to locality and subject streams of Hoshiarpur district (Punjab). It is possible that the results of the study will enable the teacher educators as well as the parents to deal effectively with their wards and provide guidance in becoming socially mature individuals.

MATERIAL AND METHOD

Selection of Subjects

Total 400(200 boys and 200 girls) students of different schools of Mahoba, Uttar Pradesh, India were selected as subjects for the study.

Selection of Variables

Social maturity which contains Personal Adequacy (work orientation, Self direction, ability to take stress), Inter-personal adequacy(Communication, Enlightened Trust, Cooperation), and social adequacy(Social commitment, social Tolerance, Openness to change). which was selected as criterion variables for the study. In order to measure Social maturity of school going students, a questionnaire on Social Maturity Scale prepared and standardized by Dr. Nalini Rao was selected.

Description and Administration of Criterion Test

Social Maturity Scale prepared and standardized by Dr. Nalini Rao contains four responses i.e. Strongly Agree (SA), Agree(A), Disagree(D), AND Strongly Disagree(SD). It is basically standardized to measure following social maturity variables. The questionnaire contains total ninety questions. And these were from different fields i.e Personal Adequacy (work orientation, Self direction, ability to take stress), Inter-personal adequacy (Communication, Enlightened Trust, Cooperation), and social adequacy(Social commitment, social Tolerance, Openness to change).

Statistical Analysis of Data

The Collected data was analyzed and interpreted on the objectives of the study with the help of statistical techniques like mean, S.D., Percentile and t-test followed by Scheffe Post-Hoc test in order to compare the scores of Social maturity of Pri-University students.

Results

The table 1 shows that total students and boys and girls in separate have above average level of maturity as the z-score value falls in the z-score range i.e. +0.51 to +1.25 which shows the above average level of maturity.

Table 1-Z-Score, Score Range Level of Social maturity

Category	No. of subjects	Z score	Z-score range	Levels of Social Maturity
Boys	200	.83	+0.51 to +1.25	Above average level of maturity
Girls	200	.64		
Total students	400	.73		

Table 2 contains the percentage analysis of social maturity of girls. The table reveals that only 15 girls i.e. 7.50 % falls in the range of average level of maturity , 155 girls i.e. 77.5 % falls in the range of above average level of maturity and 30 girls i.e. 15% falls in the range of high level of maturity.

Table 2-Percentage analysis of Girls for Social Maturity

Category	-.50 to +.50 Average level of maturity		+.51 to +1.25 Above average level of maturity		1.26 to 2.00 High level of maturity	
	No. of students	%	No. of students	%	No. of students	%
Girls	15	7.50%	155	77.50%	30	15%

The graphical representation of percentage is given in figure 1

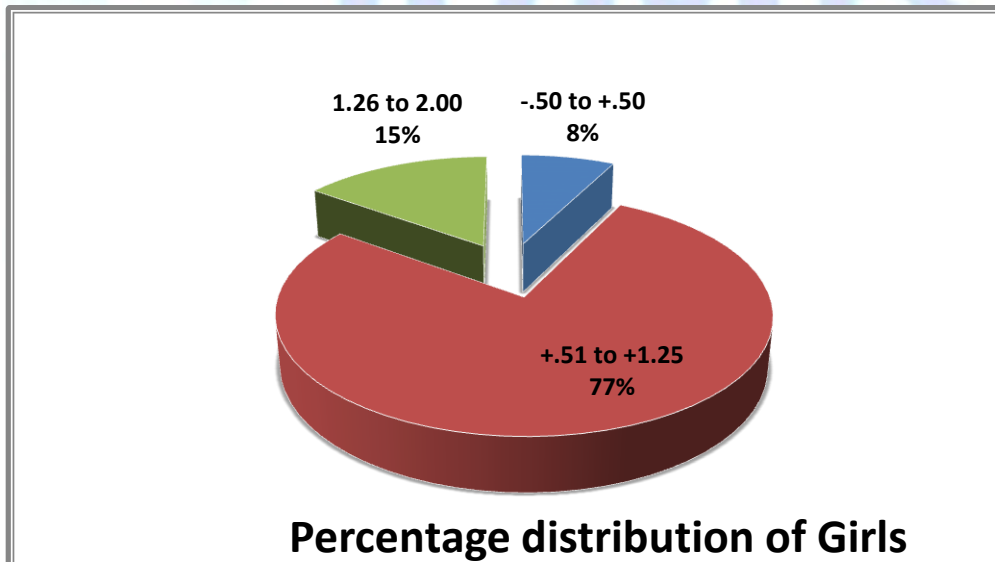


Fig 1 :- Percentage Distribution of Social Maturity of girls

Table 3 contains the percentage analysis of social maturity of boys. The table reveals that only 5 boys i.e. 5.00 % falls in the range of average level of maturity , 155 boys i.e. 77.5 % falls in the range of above average level of maturity and 40 boys i.e. 20% falls in the range of high level of maturity.

Table 3-Percentage analysis of Boys for Social Maturity Scale

Category	-.50 to +.50 Average level of maturity		+.51 to +1.25 Above average level of maturity		1.26 to 2.00 High level of maturity	
	No. of students	%	No. of students	%	No. of students	%
Boys	5	2.50%	155	77.50%	40	20%

The graphical representation of percentage is given in figure 2

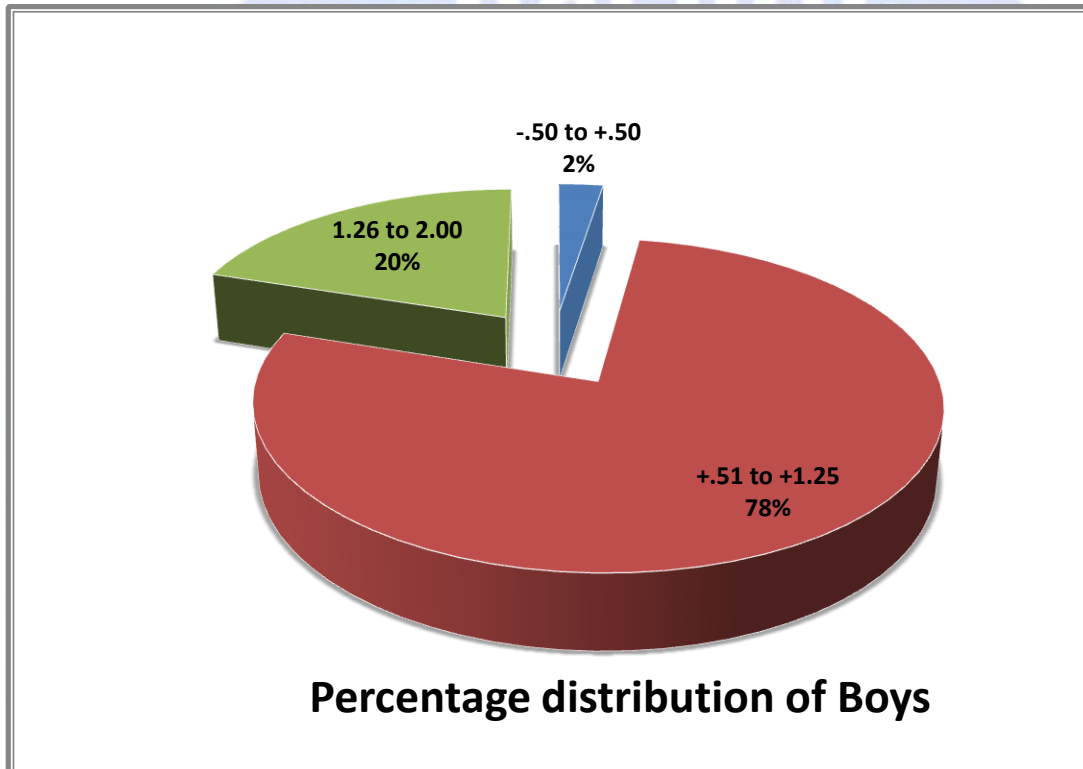


Fig. 2: - Percentage distribution of Boys.

Further comparative analysis was done for social maturity in boys and girls the results are given in table no. 4

Table 4-Comparative analysis in percentage of Boys and Girls for Social Maturity Scale

Category	-.50 to +.50 (Average level of maturity)		+.51 to +1.25 (Above Average level of maturity)		+1.26 to +2.00 High level of maturity	
	No. of subjects	%	No. of subjects	%	No. of subjects	%
Boys (200)	5	2.5	155	77.5	40	20
Girls (200)	15	7.5	155	77.5	30	15

Further it was analyzed that how much percent students are falling in different range of maturity. The results show that 7.5% girls and 2.5 % boys falls in the range of $-.50$ to $+.50$ which shows the average level of maturity. 77.5 % boys and 77.5 % girls falls in the range of $+.51$ to $+1.25$ which shows above average of Maturity while remaining 15% girls and 20 % boys fall in the range of $+1.26$ to $+2.00$ range of z-score which indicated high level of maturity.

The graphical data is presented in figure 3

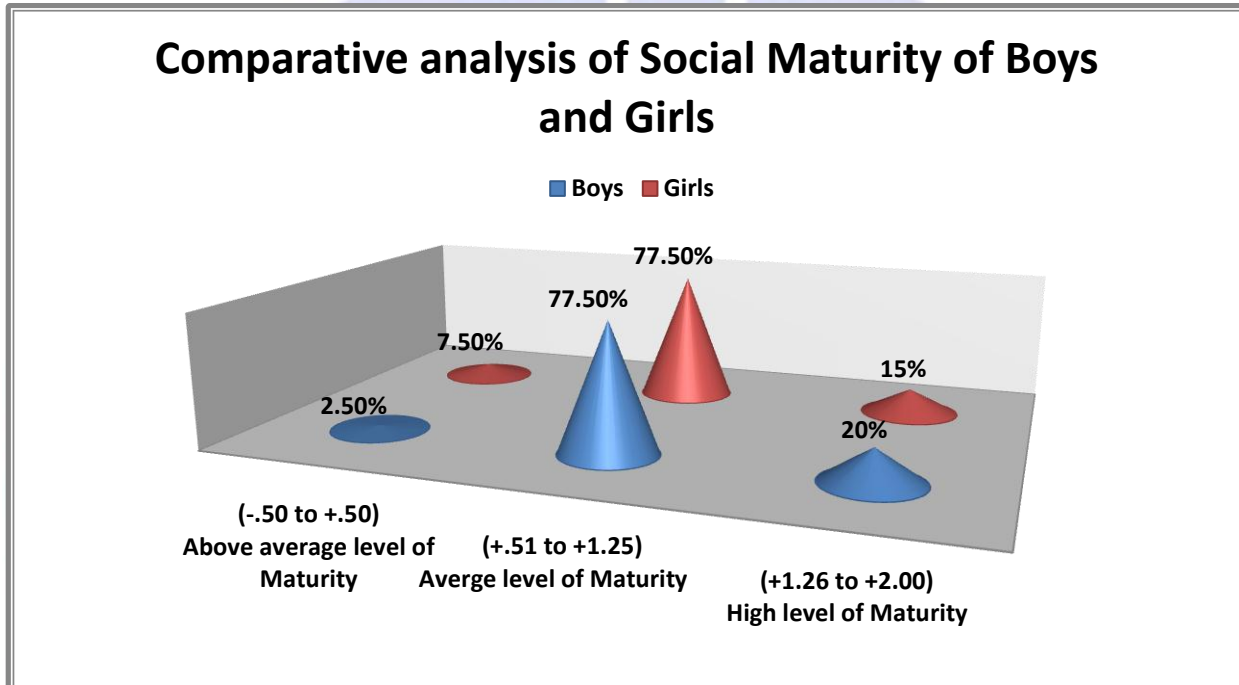


Figure 3: - Graphical Representation of Comparative analysis of Social Maturity of Boys and Girls

Conclusion

After finding of the results we can conclude that the students have above average level of maturity as the z score of Total students was .73 which falls in the above average level of SM. When we analyze the Z score of total boys and total girls separately they also found to have above average level of Social maturity as the average z score of boys and girls was .83 & .64 respectively which falls in the above average level of SM. When we analyze according to individual Z score for percentage analysis we found that 7.50% girls and 2.50 % boys falls in average level of SM, 77.5 % Girls and 77.5 % Boys falls in the above average level of SM. Remaining 15 % Girls and 20 % boys falls in the range of High level of SM. It may be concluded that most of the students of Mahoba have above average level of Social Maturity.

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