

Social maturity of high school students

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Abstract

The present investigation focuses on the study of social maturity of high school students of Vellore district. Normative survey method has been used to collect the data. By using random sampling technique 200 high school students have been chosen and involved in this study. The collected data has been studied and subjected to statistical analysis. The data so collected was analyzed using mean, SD, t-test and F-test. The results reveal that respect to the gender, locality of school, type of management, medium of institution shows that there is no significant difference between the high school students towards social maturity and parental qualification shows there is significant difference towards social maturity.

Keywords: Social maturity, high school students, Vellore district

Introduction

The education can provide support to new generation to maintain their piece of mind, emotional balance, to strengthen their social maturity to develop right and correct type of social behaviour. But now days, teaching have become increasingly challenging and complex. One of the various challenges hurdled at teachers in the recent past, is of maintaining the physical and mental health of the children and youth of the nation. The teacher of today has to lay emphasis on the harmonious development of children so that they can contribute maximum to the national development and social welfare of the country. Social maturity is an essential aspect of human life especially in school life. Socially mature individuals have confidence to face reality for their integrity and are well developed in discriminating power to make appropriate decisions about their personal and social life. Social maturity is closely related to adjustment problems of school students. As socially mature students have well developed social abilities and they utilize these to the fullest extent. The more the student socially mature, the better is their competency and ability to deal with social situations. The students who make good social adjustment will be happy and successful. They will enjoy social contacts and live up to the expectations they hold for themselves whereas social immaturity in students is, both a social problem and also a personal problem for affected individuals, their families and society at large.

Social Maturity

Social maturity means attaining maturity in social relationships. Maturity in social relationships means to establish good relations with family members, neighbours, friends, playmates, class-fellows, teachers and other members of the society. Social maturity is also evidenced by an individual's capacity for making and keeping friends. Social maturity encompasses attainments in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility i.e. contributing

to the well-being of the society (Greenberg, Josselson, Knerr and Knerr, 1995) [3]. Raj, M. (1996) [9] defines, 'Social maturity is a 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'. According to Dictionary of Education (2007) by Lohithakshan, 'Social maturity means social development level characterized by independence from parental and adult control in social situations'. It is characterized by the individual's ability to mix with people in social situations and manage social dealings without anybody's assistance. In other words, it is the attainment of the adult level social behaviour after undergoing the natural process of socialization. Social maturity implies on the one hand, a well-developed awareness, deep and clear understanding of the social heritage and appreciation of the value of social customs, manners and more of the rules that govern social behaviour in a social group. He understands the importance of a social organization in which he lives, the desirability of rules and laws to govern group behaviour and the overall objective and purpose of the social structure. Secondly, he develops pattern of behaviour, habits, attitudes, manners and skills which will help him to fit into the group living and to contribute for the welfare of the group.

Need of the Study

Failure and poor achievement among high school students are serious problems faced by educationists, teachers, parents and administrators in the present time despite the fact that high school students have anxiety. Whether these failures are due to high level of anxiety or whether these are due to lack of emotional or due to low general is to be seen. Therefore, there is an urgent need to explore this field further. In the modern age of competition, all parents are worried about future of their children. It is therefore important for the parents, teachers and administrators to know and understand their level of general anxiety.

Significance of the Study

The study aims to make some positive addition to the increase of knowledge connected with the academic achievement of high school students. Precisely, it will try to gather clinching evidence through the sample of the study to know whether general anxiety of high school students. Depending upon the nature and quantum of this relationship and the understanding of the variables under study, the teachers, administrators, and policy makers can devise their teaching methods, curriculum and selection criteria respectively. It would also help the students to bring desired changes in their socio-psychological behaviour. The Counsellors and psychologists can also be benefited from the findings of the study, if and when some students are referred to them to enhance their social and to raise their confidence, to remove their problems of anxiety and depression. Even sociologists and social workers stand to gain by the findings of the study. They can plan ways in which to replenish the personal, interpersonal and social adequacies of the students, if they are found wanting in these traits.

Statement of the Problem

The problem chosen for the study may be stated as “Social Maturity of high school students.

Sample of the Study

Normative survey method is adopted for the present study. For the present investigation a sample of 200 high school students from the Vellore District are selected by the method of random sampling.

Statistical Techniques Used

The investigator used the statistical techniques, Mean, Standard Deviation ‘t’ test and ‘F’ test to accept or reject hypotheses

Operational Definitions of Key Term Used

Social maturity means acceptance of a person or how a person is accepted in the society. It is characterized by the individual’s ability to establish social relations independently with different social groups of the society. Social maturity in this study has been taken as an aggregated countenance involving self-confidence, self-direction, social-feeling, productivity and social and human values. A composite score

on human adequacy-personal, interpersonal and social-constitute a construct called social maturity.

Tool Used In the Present Study

Social Maturity Scale standardized by Dr. Nalini Roa’s.

Description of the Tool

The items were scored by a five point scale. Namely strongly agree, a score of 5 is given, for agree a score of 4 is given, for neutral a score of 3 is given, for disagree a score of 2 is given and for strongly disagree a score of 1 is awarded. Higher score represent the high social maturity. The maximum social maturity score is $90 \times 5 = 450$ marks, and minimum social maturity score is $90 \times 1 = 90$ marks.

Objectives of the Study

The present study was designed to attain the following objectives:

1. To find out the gender significant differences in social maturity scores of high school students.
2. To find out the locality of school significant differences in social maturity scores of high school students.
3. To find out the type of management significant differences in social maturity scores of high school students.
4. To find out the medium of institution significant differences in social maturity scores of high school students.
5. To find out the parental qualification significant differences in social maturity scores of high school students.

Hypotheses of the study

1. There is no gender significant difference in social maturity scores of high school students.
2. There is no locality of school significant difference in social maturity scores of high school students.
3. There is no type of management significant difference in social maturity scores of high school students.
4. There is no medium of institution significant difference in social maturity scores of high school students.
5. There is no parental qualification significant difference in social maturity scores of high school students.

Descriptive Analysis

Table 1: ‘t’ value between Mean and S.D scores of Male and Female in their Social Maturity

Gender	N	Mean	SD	‘t’ value	L.O.S
Male	94	237.17	102.76	0.611	NS
Female	106	246.07	102.96		

It is evident from the table 1 the calculated ‘t’ value is 0.611, which is not significant at 0.05 level hence, the framed null hypothesis was accepted. It is inferred that there is no

significant difference found out between Male and Female high school students with respect to social maturity.

Table 2: ‘t’ value between Mean and S.D scores of Rural and Urban in their Social Maturity

Locality of School	N	Mean	SD	‘t’ value	L.O.S
Rural	91	242.73	103.42	0.846	NS
Urban	109	241.18	102.65		

It is evident from the table 2 the Calculated ‘t’ value is 0.846 which is not significant at 0.05 level hence, the framed null hypothesis was accepted. It is inferred that there is no

significant difference found out between Rural and Urban students with respect to social maturity.

Table 3: ‘F’ test among the sub sample of Type of Management with respect to Social Maturity

Type of Management	Sum of Squares	Mean Square	DF	F value	L.O.S
Between the groups	4209.310	2104.655	2	0.195	NS
Within groups	2095034.270	10634.692	197		
Total	2099243.580		199		

It is evident from the table 3 the calculated ‘F’ value is 0.195, which is not significant at 0.05 level. Hence the framed null hypothesis was accepted. It is inferred that there is no

significant difference among the sub-sample of type of management with respect to social maturity.

Table 4: ‘t’ value between mean scores of English and Tamil in their Social Maturity

Medium of Instruction	N	Mean	SD	‘t’ value	L.O.S
English	95	248.526	97.00	0.869	N.S
Tamil	105	235.886	102.71		

It is evident from the table 4 the calculated ‘t’ value is 0.869, which is not significant at 0.05 level hence, the framed null hypothesis was accepted. It is inferred that there is no

significant difference found out between English and Tamil medium of high school students with respect to social maturity.

Table 5: ‘F’ test among the sub sample of Parental Qualification with respect to Social Maturity

Parental Qualification	Sum of squares	Mean square	DF	F value	L.O.S
Between the groups	21291.193	10645.596	2	1.009	S
Within groups	2077952.367	10647.962	197		
Total	2099924.560		199		

It is evident from the table 5 the calculated ‘F’ value is 1.009, which is significant at 0.05 level. Hence the framed null hypothesis was rejected. It is inferred that there is a significant difference among the sub-sample of Parental qualification with respect to social maturity.

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Major Findings of the Study

- It is inferred that there is no significant difference found out between Male and Female high school students with respect to social maturity.
- It is inferred that there is no significant difference found out between Rural and Urban students with respect to social maturity.
- It is inferred that there is no significant difference among the sub-sample of type of management with respect to social maturity.
- It is inferred that there is no significant difference found out between English and Tamil medium of high school students with respect to social maturity.
- It is inferred that there is a significant difference among the sub-sample of Parental qualification with respect to social maturity.

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