

Social Maturity Level among College Going Girls- Comparative Study

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Abstract: *Adolescence is an impressionable age or role models replicating stage, they take them from all areas that are close at hand in their society, whether mass media, parents and family or their teachers. An individual's personal and social values and skill is that complex of knowledge, values, attitudes and abilities which contribute to the development of a sound moral character, as a sense of community and competence is responding to the personal, social and cultural aspects of life. Results of present study depict that 63.3 per cent students of 1st year were moderately socially mature against 76.6 per cent 3rd year students. Mean scores of B.Sc. 3rd year on personal adequacy, inter-personal adequacy and social adequacy (76.83, 76.93, 80.00) was higher than 1st year students.*

Keywords: Adolescence, social, maturity

1. Introduction

Man is a social animal and his existence without social set up can hardly be imagined. Parents, family members, neighbors, peer groups, society 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 responsible manner while understanding the social rules and norms in a given culture and the ability to use that knowledge effectively is known as social maturity. It 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 produces a climate of trust, harmony, active co-operation and peaceful co-existence while social immaturity, on the other hand, produces a climate of fear, discord, confrontation and one war after another.

Puranik (2011) conducted an investigation entitled, "A Study of Relationship of Social Maturity of Pupils with Organization Climate in Schools of Bangalore City". The major findings were the social maturity of female students was higher than that of male students. In the social maturity, autonomous climate, private management and unaided schools were found to be most conducive factors.

Asthana (2012) analysed the social maturity among school going children in the city of Lucknow and concluded that social maturity increased with increase in grade level, the growth rate being highest in the first school year.

Sodhi (2013) studied social maturity as related to gender, anxiety and adjustment of the adolescents and found that there was no significant differences 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.

Chand (2014) 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.

Singh (2014) 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.

2. Methodology

The study was conducted in Hisar city to study social maturity among college students. From Hisar city- College of Home Science was selected purposively due to easy approachability. Respondents of B.Sc. 1st year and B.Sc. 3rd year females students were selected purposively. A list of students was prepared from the respective class and from the list an equal size of sample i.e. 30 girls were selected randomly from each class. Independent variables included personal and socio-economic variables viz. age, education, caste, monthly income of family, occupation of father etc. A well- structured schedule was developed for data collection. The inferences were drawn on the basis of frequency, percentage, mean, standard deviation.

3. Results and Discussion

Socio- personal profile of respondents included the information regarding some socio-economic variables like age, education of respondents, caste, monthly family income and occupation.

The results presented in Table 1 portrait that 56.6 per cent 1st year students were between 16-18 years of age followed by 19- 21 years (43.3%) whereas 70.0 per cent students of 3rd year aged between 19- 21 years followed by 16- 18 years (30.0%).

Table 1: Socio-personal profile of adolescents.(n=60)

S. No.	Variables	B. Sc. 1 st year f (%) (n=30)	B. Sc. 3 rd year f (%) (n=30)	Total f (%) (n=60)
1.	Age of respondent			
	16-18 years	17 (56.6)	9 (30.0)	26 (43.3)
	19- 21years	13 (43.3)	21 (70.0)	34 (56.6)
2.	Education of respondent			
	B. Sc. 1 st year	30 (100.0)	-	30 (50.0)
	B. Sc. 3 rd year	-	30 (100.0)	30 (50.0)
3.	Caste			
	General	25 (83.3)	21 (70.0)	46 (76.6)
	BC-A	2 (6.6)	2 (6.6)	4 (6.6)
	BC-B	2 (6.6)	5 (16.6)	7 (11.6)
	SC	1 (3.3)	2 (6.6)	3 (5.5)
4.	Family income/ month			
	UptoRs. 30,000	14 (46.6)	6 (20.0)	20 (33.3)
	Rs. 30,001-60,000	13 (43.3)	19 (63.3)	32 (53.3)
	Rs. 60,001 and above	3 (10.0)	5 (16.6)	8 (13.3)
5.	Occupation of father			
	Government service	18 (60.0)	22 (73.3)	40 (66.6)
	Private service	5 (16.6)	4 (13.3)	9 (15.0)
	Business	7 (23.3)	4 (13.3)	11 (18.3)

Results of educational status depict that 100.0 per cent students were in B. Sc. 1st year and 100.0 per cent were in B. Sc. 3rd year. Majority of the 1st year respondents (83.3%) belonged to general caste followed by 6.6 per cent each in BC- A, BC- B category. Results of 3rd year highlighted that 70.0 per cent belonged to general caste followed by BC- B (16.6%) and BC- A (6.6%) and SC (6.6%) respectively.

With regard to family income, results depict that 46.6 per cent of B. Sc. 1st year students' belonged to family having income up to Rs. 30,000 followed by Rs. 30,001 to 60,000 (43.3%), Rs. 60,001 and above (10.0%) while students of 3rd year were from families having income Rs. 30,001 to 60,000 (63.3%) followed by up to 30,000 (20.0%) and Rs. 60,001 and above (16.6%).

As far as father's occupation are concerned, results pinpointed that majority of the father's of 1st year as well as 3rd year students (60.0%, 73.3%) were engaged in government service followed by business (23.3%, 13.3%) respectively.

Table 2: Distribution of adolescents on level of social maturity.(n=60)

S. No.	Level of Social maturity	B. Sc. 1 st year f (%) (n=30)	B. Sc. 3 rd year f (%) (n=30)	Total f (%) (n=60)
1.	Socially immature (242- 272)	5 (16.6)	5 (16.6)	10 (16.6)
2.	Moderately socially mature (211- 241)	19 (63.3)	23 (76.6)	42 (70.0)
3.	Extremely socially mature (180- 210)	6 (20.0)	2 (6.6)	8 (13.3)

Data in table 2 shows the frequency distribution of the respondents' social maturity. Results portrait that more percentage (76.6%) of B.Sc. 3rd year students fall in

moderately socially mature category against 63.3 per cent of 1st year students.

Table 3: Mean scores distribution of students on social maturity, (n=60)

S. No.	Dimensions of Social maturity	B. Sc. 1 st year		B. Sc. 3 rd year		t value
		Mean	S.D	Mean	S.D	
1.	Personal adequacy	74.23	8.79	76.83	7.93	1.202
2.	Inter-personal adequacy	74.60	6.67	76.93	5.87	1.437
3.	Social adequacy	77.60	9.58	80.00	6.06	1.159
	Total social maturity	226.43	19.77	233.76	14.31	1.646

Results presented in table 3 depict non- significant differences between social maturity of 1st year and 3rd year students. Mean scores of 3rd year students were higher (76.83, 76.93, 80.00) against mean scores of 1st year students (74.23, 74.63, 77.60) on personal adequacy, inter-personal adequacy, social adequacy.

References

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