

Study on the Level of Social Maturity among the Lower Secondary School Students of Matia Block of Goalpara

District, Assam

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ABSTRACT

Adolescence is the most impressive period of human life not only for physical development but also for the mental, intellectual and emotional development. Maturity is always related to development. Social development of the child is associated with other features of growth. A socially mature person is able to adapt himself successfully in his surroundings. Some social qualities like group compatibility, kindness, sympathy, empathy, emotional adjustability, courtesy and politeness, self confidence, co-operation, leadership and cheerfulness should be developed amidst the society. To compute the level of social maturity of the students of lower secondary school 200 samples are taken from the Matia block of Goalpara district, Assam where 100 are boys and 100 are girls. The data is collected using a descriptive survey method and the Nalini Rao's Social Maturity Scale. The mean, median along with standard deviation, skewness, kurtosis, and z-test are used to analyse the data in order to determine the level and differences in social maturity.

Keyword- Social, maturity, secondary school,

1. Introduction

1.1 Background of the research

Adolescence is the most impressive period of human life not only for physical development but also for the mental, intellectual and emotional development. An adolescent has to cope up himself/herself with the family, school and society which are regarded as a complex task. Besides these complexities an adolescent grows up to the maximum with all the capacities. Adolescent becomes a socially responsible person and emotionally mature for adjustment in the society. Man is a social animal and without society man cannot survive. So, it is the responsibility of every person to develop the social qualities within him/her for better adjustment and it is easy when the person becomes socially mature.

1.1.1 Concept of Maturity

Maturity is the capacity to handle and react to the situation in a proper way. Maturity also entails being knowledgeable of the appropriate time and place to behave, as well as understanding when to act, given the conditions and culture of the community in which one lives. It is difficult to define in a single sentence. Firstly maturity is to know oneself, one's potentiality, quality, capability etc. A matured person is usually aware when to act, how to act, what to act according to the demands of the situation. It also helps the people to make differentiation between two things that is right and wrong, truth and false, virtue and vice. A person becomes mature according to the age and physical development. Learning and experiences of life are that two things which increases a person's maturity level. It is being one's own individual and that can be attained only by carefully investigating the contents of mind like the ideal of one, role models, path of life and the beliefs, values, morals, religions, self worth etc. Maturity is nothing but to achieve the development of sensibility to ignore the negative factors and to take right decision in critical situations and to accept the reality. It is an attitude built by experience of a person throughout his life. In every scenario, a mature person can manage his emotions; maturity develops when one can perceive that his care for others outweighs his worry for himself.

1.1.2 Social Maturity

Maturity is always related to development. Social development of the child is associated with other features of growth. As a kid grows older, he or she develops not only in terms of physical, mental, emotional, and behavioural traits, but also in terms of social conduct. Child's mental development is clearly characterized by the social development. When the child mixes with the other members of his family and society we can learn about the earliest signs of intellect in his behavior. The language he uses also involves intellectual symbols. Language is considered as the principal mode of communication of thoughts and feelings with others. In this way social process begins. If the language ability develops social relations are automatically developed. Similarly, social and emotional problems are linked. Most of the emotional states of the child have social significance and many of the social problems create emotional problems. The end of the maturity marks the growth and development. "From the early age maturity of structure and function comes in some aspects of development whereas in other it comes later development comes from maturation and learning" (Srivastava, 1987). To become socially mature, one must go through a lengthy process. Social development is depending upon attainment of social maturity. A socially mature person is able to adapt himself successfully in his surroundings. Group compatibility, friendliness, compassion, empathy, emotional adaptability, civility and politeness, self-confidence, cooperation, leadership, and cheerfulness are some of the social attributes that should be nurtured in society. In the face of crises and crucial situations, a socially mature individual should be able to make judgements, make decisions, and take appropriate action. Without conflicting with others one can pursue healthy competition with the people around himself. A mature individual is cooperative and capable of carrying responsibility for his own activities.

The relationship between a person's behaviour and the usual adjustment for his age and group can be used to determine their level of social maturity. viz. motor, emotional and abstract mental control.

1.1.3 Secondary Education in Assam

Education in India as well as in Assam comprises of four stages- Pre-Primary, Elementary, Secondary and Higher Education. Formal education started from the elementary stage and secondary education is the second stage of formal school education. Secondary education is that formal stage of education which covers the adolescence period of an individual of development. Secondary education is like a bridge course between primary and higher education. In India, secondary education is also divided as lower secondary and higher secondary. It comprises the age group 14-16 for lower secondary stage and 16-18 for higher secondary stage. Secondary education occupies a very important role in the educational ladder. After completing secondary education a student can pursue any general, technical, industrial, agricultural and commerce & business education. The extension and enhancement of secondary education is critical to a country's growth. The development of a coordinated secondary education system is also necessary for the achievement of higher education in the areas of science and technology which not only identifies the special talent but also provide basic knowledge and information. Secondary education also helps to contribute to the development of habits, attitudes and qualities of character which will enable the citizen to become worthy and responsible for a democratic country. Vocational efficiency which develops productivity for increasing of national income of a country can be met through developing of secondary education properly and in a well organized manner. Another important role of secondary education is to enhance understanding and appreciation of international and national relations. Development of leadership qualities in any field like social, political, industrial and cultural is to be developed during secondary education. Education and training is given in the secondary level to help the students to develop their complete personality in the area of physical, moral, mental, social and practical. It helps one to grow into a self-disciplined personality who values work and knows how to manage time effectively. In Assam, RMSA (Rashtriya Madhyamik Shiksha Abhiyan) was established on 2nd March 2009 for universalization of access and improvement of quality of secondary stage of education.

1.2 Need and Importance of Study

Study of social maturity of the learner especially at the lower secondary stage is important because from this stage the student started to develop their learning capability, reasoning power, vocational capability which is helpful to take future decisions of their life. This stage is like a bridge between childhood and adolescence which is regarded as the most crucial stage of human life. So, this stage should be handled carefully. Social maturity helps the students to take proper decisions of their life and also to adjust themselves among the peers, family, society and community. Without social maturity problems may face by the lower secondary school students. So, the researcher has selected to determine the level of social maturity, differences of social maturity in terms of gender of the lower secondary school students of Matia Block of Goalpara District of Assam. This study is important because in the Matia Block of Goalpara District there is no study has been conducted in this particular area and the researcher is particularly interested in the social maturity of children in lower secondary school.

1.3 Statement of the Problem

The title of the current research is “Study on the Level of Social Maturity of Lower Secondary School Students of Matia Block of Goalpara District, Assam.”

1.4 Delimitations of the Study

The following are the limitations of the researcher's study:

- i) The study is delimited to the social maturity in the dimension of personal adequacy, interpersonal adequacy and social adequacy of the lower secondary school students of Matia Block of Goalpara District, Assam.
- ii) The study is delimited to the government lower secondary school of Matia Block of Goalpara District, Assam.
- iii) The study is delimited to the students of class ix of government lower secondary school of Matia Block of Goalpara District, Assam.

1.5 Objectives of the Study

Following objectives are taken for the completion of the study

- i) To study the level of social maturity of the lower secondary school students of Matia block of Goalpara district, Assam
- ii) To study the difference of social maturity of lower secondary school students of Matia block of Goalpara district, Assam in terms of gender.

1.6 Hypothesis of the Study

Following hypothesis is taken for the present study

Hypothesis (1): There is no significant difference of social maturity of the lower secondary school students of Matia block of Goalpara district, Assam in terms of gender

2. Review of Related Literature

2.1 Review of Related Literature on Social Maturity

Kumar & Ritu (2013) studied on “Social Maturity of Senior Secondary School Students in relation to their Personality” and found that there is a positive relationship between social maturity and personality of senior secondary school students. There is no significant difference between social maturity of male and female secondary school students. There is no significant difference between personality of male and female secondary school students.

Wartyngah (2013) studied on “A Study on Social Maturity of Secondary School Students in Shillong Town” and found that most of the secondary school students in Shillong Town are having average social maturity i.e. 82% followed by above average category 12.5% below average category 4.5% students and only 1% students are fall under superior category. There is significant difference between social maturity of male and female of secondary school students, the female students having high social maturity than the male counterparts. The social maturity of urban and rural secondary school pupils is not significantly different. There is no significant difference between social maturity of govt. aided and private unaided secondary school students.

Sevak, D.D. (2016) studied on “ Study of Social Maturity self control and adjustment of higher secondary school students” and in terms of social maturity, there is a substantial difference between Gujarati and English medium schools, as well as science and arts streams, in terms of work orientation, stress tolerance, social commitment, communication, and social tolerance. When it comes to social maturity, there are considerable differences between boys and girls in terms of job orientation, communication, collaboration, and social commitment. In terms of social maturity, there is no substantial difference between Gujarati and English medium schools, science and arts streams, disregarding the dimensions of work orientation, stress tolerance, collaboration, and social tolerance. In terms of total social maturity, there is a substantial disparity between Gujarati and English medium students, as well as boys and girls. Mishra, A., Dubey S. & Kumari, M. (2017) studied on “A Study on Social Maturity of Adolescent in Sultanpur City” and the majority of boys (66.66 percent) and girls (70 percent) who responded to the survey exhibited high social maturity. As per data most of the (68.33%) respondent had high social maturity. The findings suggest that the majority of boys in the sample (36.66%) had high social maturity and lived in an urban region, whereas the majority of females (33.33%) lived in a rural region.

3. Methodology

3.1 Methods

For this study, the researcher employed the Descriptive Survey Method. The study is descriptive in nature. Descriptive research is more than simply a data collecting; it entails measuring, categorizing, analyzing, contrasting, and interpreting data. As a result, the investigator opts for the Descriptive Survey Method to gather trustworthy and accurate data.

3.2 Tool Used

A Social Maturity Scale by Nalini Rao(2018) is used for the present study.

3.2.1 Social Maturity Scale

In this study, the researcher employed the Nalini Rao (2018) Social Maturity Scale, which contains 90 items and three dimensions: personal adequacy, interpersonal adequacy, and social adequacy. The response options available for the items are: strongly agree, agree, disagree and strongly disagree with the scores of 4, 3, 2 and 1 for positive items and 1, 2, 3 and 4 for negative items respectively. For determining the reliability of Social Maturity Scale, test-retest reliability was applied and reliability was found to be .98.

3.3 Population

The students of lower secondary stage of government high school of Matia block of Goalpara district of Assam are selected as the population. In the Matia block all total 13 high schools are there and 1929 students are studying at class ix where 900 is boys and 1029 is girls and the researcher has taken the class IX students of Matia block as a population.

3.4 Sample

In this study 200 samples are taken from which 100 is boys and 100 is girls by using purposive sampling method from the Government High School of Matia block of Goalpara district, Assam.

4. Data Analysis and Interpretation

4.1 Objective Wise Analysis

The researcher studied level of social maturity of the lower secondary students with the help of mean, median, standard deviation, skewness and kurtosis. The z-test is also used to look at the differences in social maturity between boys and girls. The following is an objective data analysis:

4.2. Objective 1

To study the level of social maturity of the lower secondary school students of Matia block of Goalpara district, Assam.

In order to analyze the first objective percentage values are calculated to study the overall level of social maturity of lower secondary school students of Matia block of Goalpara district, Assam as shown in table 4.1

Table 4.1: Percentage of Overall Social Maturity of Lower Secondary School Students of Matia Block of Goalpara District, Assam.

Sl. No.	Levels	No of Students	Percentage
1	Very High-Level Maturity	0	0%
2	High Level Maturity	13	6.5%
3	Above Average Level Maturity	34	17%
4	Average Level Maturity	114	57%
5	Below Average Level Maturity	9	4.5%
6	Low Level Maturity	15	7.5%
7	Very Low-Level Maturity	15	7.5%

Source: Field Survey 2019

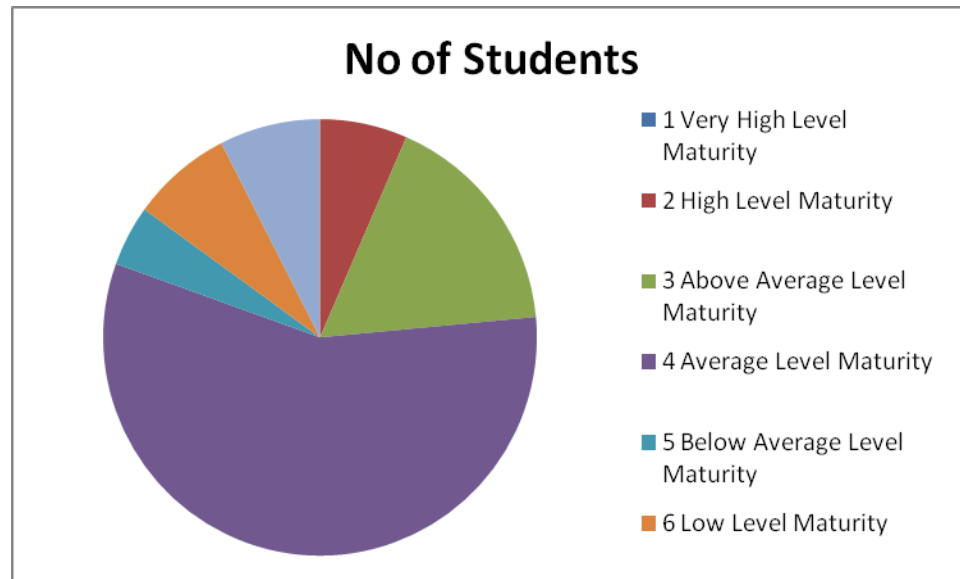


Figure 4.1: Percentage of Overall Level of Social Maturity of Lower Secondary School Students of Matia Block of Goalpara District, Assam

Table 4.2: Level of social maturity of lower secondary school students of Matia block of Goalpara

N	Mean	Median	Standard Deviation	Skewness	Remarks	Kurtosis	Remarks
200	212.76	221	36.68	-0.93	Negatively Skewed	0.68	Platykurtic

Source: Field Survey 2019

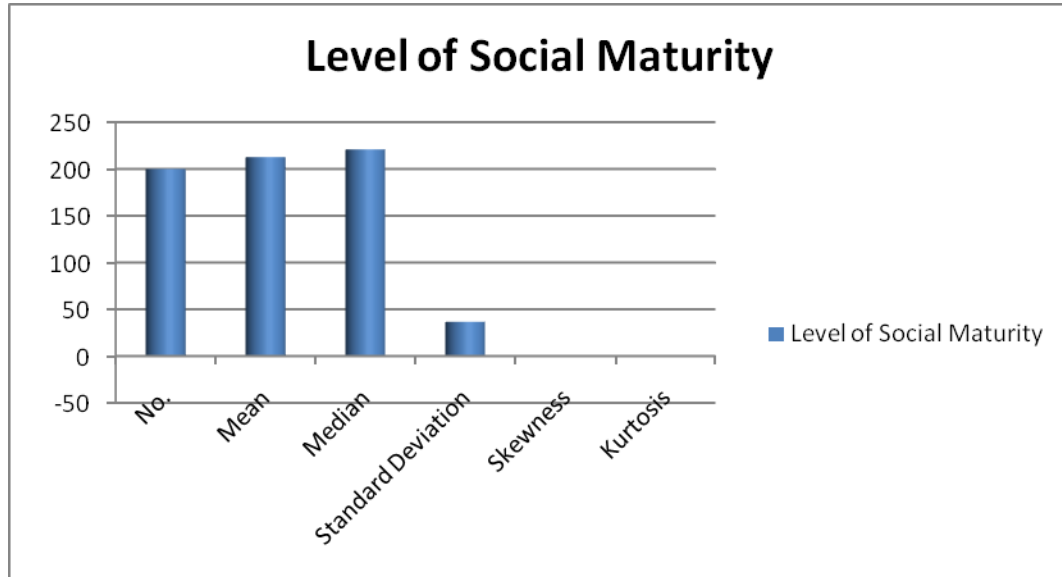


Figure 4.2: Graphical Representation of Level of Social Maturity of Lower Secondary School Students of Matia Block of Goalpara District, Assam

From the above table regarding the first objective that is to study the level of social maturity of lower secondary school students of Matia block of Goalpara district, Assam and it has found that mean of 200 samples of lower secondary school students' is 212.76 and median is found 221. Standard Deviation for the same sample is 36.68. The divergence from normality i.e. skewness and kurtosis are also analyzed for the same sample. Value of Skewness is found -0.93 and it is negatively skewed from the normality that means the Normal Probability Curve is inclined more to the left. Value of kurtosis is found 0.68 and the curve is Platykurtic and it means there are few individuals whose scores are near to the average score for the particular sample group and the Normal Probability Curve representing such a distribution becomes flattened in the middle.

4.3 Objective 2

To study the difference of social maturity of lower secondary school students of Matia block of Goalpara district, Assam in terms of gender.

In order to study the difference of social maturity of boys and girls of lower secondary school students of Matia block of Goalpara district, Assam the following null hypothesis has been formulated.

Hypothesis (1)

There is no significant difference of the social maturity of the lower secondary school students of Matia block of Goalpara district, Assam in terms of gender.

In order to test the formulated null hypothesis the mean, standard deviation and z test of boy's and girls' social maturity are calculated.

Table 4.3: Difference of Social Maturity between Boys and Girls of Lower Secondary School Students of Matia Block of Goalpara District, Assam

Gender	No of Sample	Mean	Standard Deviation	Z-test	Critical Value	Significance at 0.01 level	Hypothesis
Boys	100	211.53	40.85	-0.47	2.58	NS	Accepted
Girls	100	213.99	32.13				

Note: NS indicates not significant

Source: Field Survey (2019)

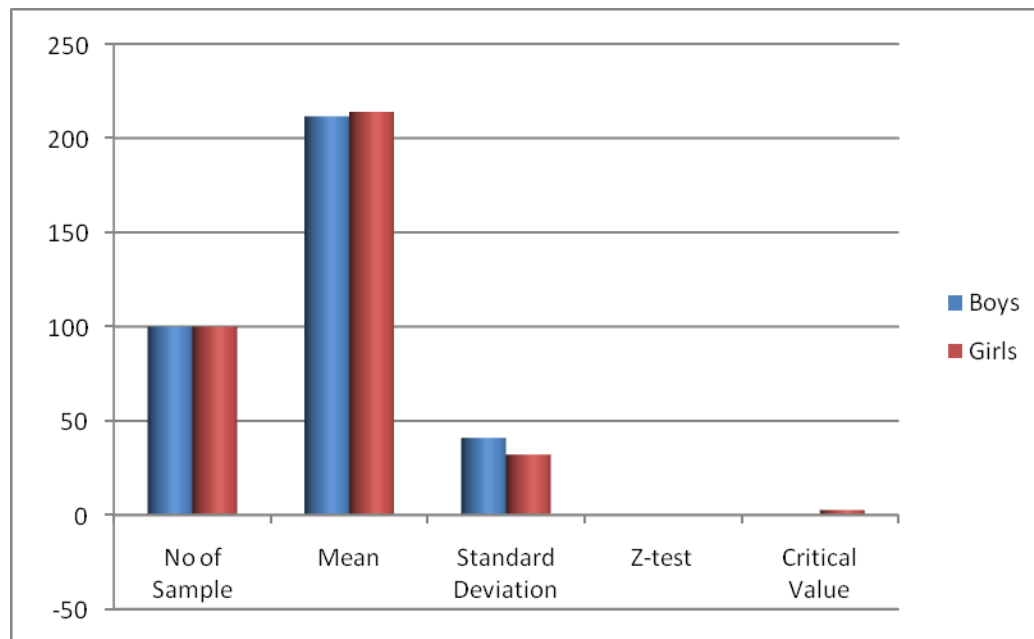


Figure 4.3: Graphical Representation of the Difference of Boys and Girls of Social Maturity of Lower Secondary School Students of Matia Block of Goalpara District, Assam.

The above table no 4.3 shows that mean and standard deviation for boys is 211.53 and 40.85 respectively. Again mean and standard deviation for girls is 213.99 and 32.13 respectively. The calculated z-test value is -0.47 which is much less than critical value 2.58 at 0.01% level of significance and it is not significant. As a result, the null hypothesis is accepted, and it can be concluded that there is no significant difference in social maturity between boys and girls in Matia block of Goalpara district, Assam's lower secondary school.

5. Findings and Conclusion

5.1 Findings of the Study

The researcher comes to the findings and discussion after analyzing the data. The major objectives of this study are to determine the level of social maturity and differences among lower secondary school students in the Matia block of Goalpara district, Assam. The major findings are-

- The scores of lower secondary school students of Matia block of Goalpara district, Assam regarding social maturity was found negative value of skewness (-0.93) and it is negatively skewed from the normality that means the Normal Probability Curve is more inclined to the left in the distribution of social maturity. It therefore reveals that the lower secondary school students of Matia block of Goalpara district of Assam possess average level of social maturity.
- The kurtosis score of lower secondary school students of Matia block of Goalpara district regarding social maturity was found positive value (0.68) which is greater than .263. So the distribution of scores of social maturity is Platykurtic and it means there are few individual whose scores are near to the average score and represent a flattened distribution in the middle.
- The z-test value of boys and girls of lower secondary school students of Matia block of Goalpara district of Assam regarding social maturity is found (0.47) which is much less than the critical value (2.58) at 0.01% level of significance and it is not significant.
- Hence, it is found from the study that there is no significant difference of social maturity of lower secondary school students of Matia block of Goalpara district, Assam in terms of gender as the null hypothesis is accepted.

5.3 Discussion of the Study

This study shows that the most of the lower secondary school students of Matia block of Goalpara district, Assam have average level of social maturity. This study is supported by related studies conducted by Wartyngah (2013) had found average social maturity among the secondary school students of Shillong town. Again this study is not supported by the related study conducted by Mishra, A., Dubey, S. & Kumari, M. (2017) had found high social maturity among the adolescents in Sultanpur city. This study has found that there is no significant difference between the male and female students regarding social maturity of lower secondary schools of Matia block of Goalpara district of Assam and it is supported by the related study conducted by Kumar, D. & Ritu (2013) has found no significant difference between social maturity of male and female secondary school students. This study is not supported by the related study conducted by Sing, R., Pant, K. & Laitonjam, V. (2013), Wartyngah (2013), Sevek, D.D. (2016), Mishra, A., Dubey, S. & Kumari, M. (2017) and found that there was significant difference between male and female regarding social maturity.

5.4 Conclusion

The findings and discussion of the study reveals that most of the lower secondary school students have average level of social maturity. In the distribution of the social maturity most of the scores are high and average score and the Normal Probability Curve is negatively skewed which is more inclined to the left. From the study it is found that there is no significant difference of social maturity of lower secondary school students of Matia block of Goalpara district, Assam in terms of gender.

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