SOCIAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PERSONALITY

Dr. Dinesh Kumar*; Ms. Ritu**

*Assistant Professor,
Ch. Devi Lal College of Education,
Jagadhri, Haryana, India.
**M.Ed. Scholar,
Ch. Devi Lal College of Education,
Jagadhri, Haryana, India.

ABSTRACT

Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behavior. Personality comprised of pattern of feelings, thoughts, and activities that distinguishes one person from another. In the present study relationship between social maturity and personality senior secondary school students is being studies. It was hypothesized that there exists no relationship between social maturity and personality of senior secondary school students. There exists no significant difference between social maturity and personality of male and female senior secondary school students. A sample of 100 (50 male, 50 female) senior secondary school students studying in class XII of senior secondary schools were selected through simple random sampling method. Social maturity scale developed by Dr. R. P. Srivastava and DPI (Dimensional personality Inventory) by Dr. Mahesh Bhargava were used to collect the data. Findings of the study show that there is a positive relationship between social maturity and personality of senior secondary school students. There is no significant difference between social maturity and personality of male and female secondary school students.

KEYWORDS: Social Maturity, Senior Secondary School Students, Personality.

INTRODUCTION

Social Maturity is a term commonly used in two ways like, 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 adults. Thus Social Maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour. Raj defines social maturity as the 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. Social responsibility, also a sub-trait of social maturity, defined as adherence to social
rules and role expectations, by Wentzel (1991) is instrumental in the acquisition of academic knowledge and skills. Social responsibility makes two contributions to learning:

1. Behaving responsibly can aid learning by promoting positive interactions with teacher and peers, e.g. peer sharing of materials or exchanging help with assignments;

2. Students’ goals to be compliant and responsible can constrain and enhance the learning process, e.g. pupils’ striving to complete assignments on time to comply with requirements.

Anderson (1939) has very aptly pointed out, “growth and development are not merely changes in physical size or body proportions changes occurs in almost every relation within and without the human being.”

Social performance, sociable and presocial behaviour, social inhibition and withdrawal are some of the traits associated with the psychosocial maturity of an individual. They are either the components or the resultants of social maturity. How an individual performs in an environment also depends largely on how he or she has adapted or adjusted to it. Adjustment is a built–in mechanism for coping with the problematic or other realities of life. Adjustment has been considered as an index to integration; a harmonious behaviour of the individual by which other individuals of society recognize that the person is well adjusted (Pathak, 1990). Optimal adjustment to the learning environment seems to be a precursor to maximizing achievement of students. School psychologists often come across numerous cases in which a child performing brilliantly at one school is unable to actualize his potential at a different school or class.

Hurlock (1956) also pointed out that growth and development of the personality of the human being centre found their measure three aspects—physical,

CONCEPT OF SOCIAL MATURITY

The maturity marks the end of growth and development. In some aspects of development, maturity of structure and function comes at fairly early age, whereas, in other it comes later development comes from maturation and learning. The concept is concerned with the force, inside and outside the individual. The social maturity as a term is used commonly in two ways. Firstly, in reference to the behavior that conforms to the standards and expectations of the adults and secondly in reference to the behavior that is appropriate to the age of the individual under observation (Srivastava, 1987). Psychologists usually use maturity in the second sense.

Development is essential aspect for the individual as well as the process of socialization. It is also true that maturity marks the end of growth and development. In some aspects of development, maturity of development in term of structure and function comes of fairly early age, whereas in others it comes later. 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 desire, to keep pace in social life, sense of fair play, considerate about the treatment of others, willingness to be a non-conformist etc. may be called as a socially matured person. The sensitive side of dealing with the adolescent social
maturity is that, the society/culture of behavior to particular situation which is taught from the childhood. If the adolescent is unable to behave as his age appropriate in the society he may become socially immature. A small child can be accepted if he is socially immature but not the adolescent. An immature adolescent creates problems with his social relations and family relations. Thus a socially matured person is well accepted by the peers as well as society. So an adolescent has to be socially matured. Thus, the social maturity has various aspects of social abilities as self-sufficiency, occupational activities, communication self-direction and social participation.

PERSONALITY

“Personality” is defined as a dynamic and organized set of characteristics possessed by a person who uniquely influences his or her cognitions, emotions, motivations, and behaviors in various situations. The word “personality” originates from the Latin persona, which means mask. In the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but instead was a convention employed to represent or typify that character.

Personality is connected with Darwin's Theory of Evolution. It generally explains why there are personality differences between individuals. Personality also refers to the pattern of thoughts, feelings, social adjustments, and behaviors consistently exhibited over time that strongly influences one's expectations, self-perceptions, values, and attitudes. It also predicts human reactions to other people, problems, and stress. There is still no universal consensus on the definition of “personality” in psychology.

Gordon Allport (1937) described two major ways to study personality: the nomothetic and the idiographic. Nomothetic psychology seeks general laws that can be applied to many different people, such as the principle of self-actualization or the trait of extraversion. Idiographic psychology is an attempt to understand the unique aspects of a particular individual.

NEED AND SIGNIFICANCE OF THE STUDY

In today's society, children are more dependent on their parents. According to the research conducted by Indian Paediatrics Association in 2002 about the social maturity of the children, it was found that any kids embrace the entrance into the fascinating cultural and social that set them apart from adults.

Social maturity has to do with how well people understand the nature of the social world they live within. Social maturity is what enables us to function as healthy adults. Without it, we end up having a difficult time ourselves, or causing a lot of difficult times for other people. A high degree of social maturity has something to do with a high degree of social skill.

Children are by definition, socially immature, and nobody wants them to stay that way as they grow into adults. In fact, a great deal of difficulty involved in helping children finds their way to become mature adults. It includes the development of social skills, psychomotor skills, self-care skills, social development. Any types of diseases can interfere with these skills. Social
immaturity is also quite frequently associated with long term alcoholism and drug abuse which began in youth, and is frequently encountered by therapists treating clients who have been abused as children. This study on social maturity will help the researcher to find out the levels of social maturity among the school age children and there by behavior can be categorized. This will enable the parents, teachers to deal effectively with their school age children and help them to become mature adult.

The personality a factor determining quality of performance has become the key factor for personal progress. Every human being whether a child or students possess a unique trait of personality which is reflected in all his action to world life. The role of personality in human life is very important for efficient learning, training and all round development of school students. Hence, keeping the above background in mind the present study was undertaken.

STATEMENT OF THE PROBLEM

Social Maturity of Senior Secondary School Students in relation to their Personality.

OPERATIONAL DEFINITION OF KEY TERMS USED

SOCIAL MATURITY

Raj, M. (1996) 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.

In the present study social maturity refers to score obtained on scale by Dr. R.P. Shrivastava, 1998.

SENIOR SECONDARY SCHOOL STUDENT

Secondary School Students studying in class XII of Haryana state.

PERSONALITY

McCrae and Costa (1990) define personality as “Dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings and actions”.

In the present study personality refers to score obtained on scale by Dr Mahesh Bhrgava.

OBJECTIVES OF THE STUDY

The objectives of the proposed investigation were:

1. To study of social maturity and personality of senior secondary school students.

2. To study relationship between social maturity and personality of senior secondary school students.
3. To study difference between social maturity and personality of male and female senior secondary school students.

HYPOTHESES

- There exists no relationship between social maturity and personality of senior secondary school students.

- There exists no significant difference between social maturity and personality of male and female senior secondary school students.

RESEARCH METHODOLOGY

The present study is descriptive in nature. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusion from the facts discovered. They are restricted not only to fact findings but may often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues. Descriptive studies are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation. So, the investigator chooses the survey method to collect the valid and reliable data.

POPULATION AND SAMPLE

All the senior secondary school students studying in class XII of Haryana state in senior secondary schools affiliated to Board of School Education Haryana Bhiwani comprised of the population of present study. In the present study a sample of 100 (50 male, 50 female) senior secondary school students studying in class XII of senior secondary schools situated in Yamuna Nagar District were selected through simple random sampling method.

TOOLS USED

Following tools were used to collect the data:

- Social maturity scale was developed by Dr. R. P. Srivastava (1998).

- DPI (Dimensional personality Inventory) by Dr. Mahesh Bhargava

DATA COLLECTION

First the researcher took the permission from the principal of the schools to collect the data. Rapport was built with the subjects by the researcher. Instruction will be given to subjects as per the directions given in the manual of the tests. Information given by the subjects was kept confidential and only be used for research purpose. Both the tests were administered one by one. Scoring was done as per the directions given in the manuals.
RESULTS

DESCRIPTIVE STATISTICS

TABLE-1 DESCRIPTIVE STATISTICS OF SOCIAL MATURITY AND PERSONALITY

<table>
<thead>
<tr>
<th>STATISTICS</th>
<th>SOCIAL MATURITY</th>
<th>PERSONALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>41.20</td>
<td>66.41</td>
</tr>
<tr>
<td>Median</td>
<td>42.00</td>
<td>66.00</td>
</tr>
<tr>
<td>Mode</td>
<td>42.00</td>
<td>66.00</td>
</tr>
<tr>
<td>S.D.</td>
<td>6.49</td>
<td>15.60</td>
</tr>
<tr>
<td>Variance</td>
<td>42.16</td>
<td>243.65</td>
</tr>
<tr>
<td>Range</td>
<td>38</td>
<td>92.00</td>
</tr>
<tr>
<td>S.EM</td>
<td>0.649</td>
<td>1.56</td>
</tr>
<tr>
<td>Skewness</td>
<td>-0.784</td>
<td>0.131</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>2.16</td>
<td>0.704</td>
</tr>
<tr>
<td>P25</td>
<td>37</td>
<td>57</td>
</tr>
<tr>
<td>P75</td>
<td>45</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 1 shows the descriptive frequency of Social Maturity of senior secondary school students. The obtained values of Mean, Median and Mode are 41.20, 42.00 and 42.00 respectively. And the values of Standard Deviation (SD), Variance and Range are 6.49, 42.16 and 38.00 respectively. The value of skewness is -0.784 which shows that the curve is negatively slighted. And the kurtosis value is 2.16 which is greater than the normal distribution i.e. 0.263. Thus, the curve is Platkurtic.

Further, table 1 depicts the descriptive frequency of Personality of senior secondary school students. The obtained values of Mean, Median and Mode are 66.41, 66.00 and 66.00 respectively. And the values of Standard Deviation (SD), Variance and Range are 15.60, 243.65 and 92.00 respectively. The value of skewness is 0.131 which shows that the curve is positively slighted. And the kurtosis value is 0.704 which is greater than the normal distribution i.e. 0.263. Thus the curve is Platykurtic.
CO-EFFICIENT OF CORRELATION

TABLE-2 COEFFICIENT OF CORRELATION BETWEEN SOCIAL MATURITY AND PERSONALITY OF SENIOR SECONDARY SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social maturity</td>
<td>100</td>
<td>99</td>
<td>-0.094**</td>
<td>P&lt;0.01</td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** df/98 table value 0.05 = 0.195 and at 0.01 = 0.254

Table 2 shows that the researcher found the correlation value of Social Maturity and Personality -0.094 which is less than the table value at df /98 which is 0.05= 0.195 and at 0.01=0.254. Therefore , the null hypothesis stated earlier, there is no significant relationship in Social Maturity and Personality of Senior Secondary students is accepted.

DIFFERENTIALS

TABLE-3 SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SOCIAL MATURITY SCORES OF MALE AND FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.Ed.</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>41.22</td>
<td>6.49</td>
<td>1.30</td>
<td>0.031**</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>41.80</td>
<td>6.59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Not Significant at 0.05 df table value=1.98

It emerges from the Table 3 that the mean social maturity scores of male and female students are 41.22, 41.80 with S.D.’s 6.49 and 6.59 respectively. The ‘t’ ratio comes out to be 0.031. The computed t-value is 0.031 which is less than the table value 2.63 and 1.98 at 0.01 level and 0.05 level of significance. It means that there is no significant difference between social maturity of male and female students, which indicates that our null hypothesis is accepted. The difference between mean and S.D. values of social maturity of male and female senior secondary school students in shown below in figure-1:
FIGURE–1 BAR GRAPH SHOWING MEAN AND S.D. VALUES OF MALE AND FEMALE STUDENTS

TABLE-4 SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN PERSONALITY SCORES OF MALE AND FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S. Ed.</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>66.32</td>
<td>17.73</td>
<td>3.13</td>
<td>0.057**</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>66.50</td>
<td>13.33</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Not Significant at 0.05 df table value=1.98

Table 4 depicts that the mean personality scores of male and female students which comes out to be 66.32, 66.50 with S.D.’s 17.33 respectively. The ‘t’ ratio between the personality scores of male and female senior secondary school students is 0.057. As the computed t-value is 0.057 which is less than the table value 2.63 and 1.98 at 0.01 level and 0.05 level of significance. It means that there is no significant difference between personality of male and female students, which indicates that our null hypothesis is accepted. The difference between mean and S.D. values of personality of male and female senior secondary school students in shown below in figure-2.
MAIN FINDINGS

Following were the main findings of the present study:

1. There is a positive relationship between social maturity and personality of senior secondary school students.

2. There is no significant difference between social maturity of male and female secondary school students.

3. There is no significant difference between personality of male and female secondary school students.

EDUCATIONAL IMPLICATIONS

In the light of findings the present study implies in the field of education in the following way:

Quality Education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. A good social maturity environment can have good personality because Social Maturity enhances the personality of a person. The Qualities which reflects from the personality of a student are thus honesty, competency, forward looking, inspiring intelligent, fair minded, broad minded, courageous straight forward, imaginative and innovative.
This study suggests that for better performance and achievement, the development and maintenance of personality of senior secondary school students are essential.

This study focused on the special care needs in regarding their social environment and school environment has to be given to the senior secondary school students.

As a student of 21st century, the child should be aware of the latest innovations, researches and experiences in the field of education.

As a student child has to create a congenial environment giving least chances to internal conflicts among the other students as well as the neighbors, for achieving the stipulated objectives.

The findings of the study depicted that the academic achievements of a student sometimes depend on the social maturity and personality.

DELIMITATIONS OF THE STUDY

The Present study was delimited to the following:

1. secondary school students studying in class XII only;
2. sample of 100 students only;
3. study of only two variables i.e. social maturity and personality.

BIBLIOGRAPHY


