

DEVELOPMENT OF DIFFERENT DIMENSIONS OF SOCIAL MATURITY AMONG SCHOOL CHILDREN

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Abstract: 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. The main objective of the study was to assess and compare the development of social maturity among male and female children with respect to dimensions of socialization, self direction, human relation, occupation & productivity/communication, civic awareness / social values and ethical character, cooperation, worthy group membership (initiative & leadership), self care and self realization. A questionnaire was developed by the investigator for the purpose of studying development of social maturity among school children. The sample comprised of 300 school children out of which 150 were male and 150 were female, between the age range of 10-13 years who were studying in 5th 6th and 7th standard. The statistical analysis was carried out by applying percentages, mean, standard deviation, and 't' test. The results revealed that, majority of male and female respondents between the age range of 10 to 13 years showed moderate level of social maturity. There is a significant difference between male and female respondents with regard to human relations and civic awareness / social values and ethical character aspects. Further, the study revealed that there is no significant difference between male and female respondents with regard to adaptation / socialization, self direction, occupation & productivity/communication, cooperation, worthy group membership (initiative & leadership), self care and self realization.

Key words: *Social Maturity, Development, School children.*

Introduction: Social maturity is an 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 involves self-confidence, self-direction, social-feeling, productivity, social and human values.

A composite score on human adequacy-personal, interpersonal and social-constitute called social maturity. Social maturity is what enables us to function as healthy adults without it, one end up having a difficult time themselves, 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, but these two things are not the same. A sociopath can evidence a lot of slick social skill, but that sociopath's ability to accurately represent the reality of the social world (e.g., to care about the fact that other people have feelings and lives) is likely to be severely delayed, and thus we would have to consider the sociopath to be fundamentally socially immature (Kagan., 2007).

By encouraging children to interact, cooperating with each other, involving in group activities proper communication in the school with teacher and peer can enhance the social maturity. Parents can do the same by encouraging their children to participate in extracurricular activities that match their talents and further promote towards positive social maturity.

In the light of the above discussion an attempt was made to assess the social maturity among school children.

Methodology:

Objectives:

1. To study the development of social maturity among school children.
2. To assess and compare the development of social maturity among male and female with regard to nine dimensions: 1) Adaptation / socialization, 2) Self direction, 3) Human relation, 4) Occupation & productivity/communication, 5) Civic awareness / social values and ethical character, 6) Cooperation, 7) Worthy group membership (initiative & leadership), 8) Self care and 9) Self realization.

Hypothesis:

1. School children have low social maturity.
2. There exist a significant difference in social maturity between male and female in the nine dimensions: 1) Adaptation / socialization, 2) Self direction, 3) Human relation, 4) Occupation & productivity/communication, 5) Civic awareness / social values and ethical character, 6) Cooperation, 7) Worthy group membership (initiative & leadership), 8) Self care and 9) Self realization.

Selection of sample and sampling technique:

Random sampling technique was adopted. A total number of 300 children of which 150 were males and 150 were females constituted the sample. Children between the age group of 10-13 years studying in 5th 6th and 7th standard were selected for the study. The samples were drawn from the two government school at Urban Bangalore District: 1) Government Primary

School (BBMP), Gandhinagar and 2) MECS School Pipeline.

Tool: A questionnaire was developed by the investigator for the purpose of assessing the social maturity with respect to nine dimensions; socialization, self direction, human relation, communication, civic awareness, cooperation, worthy group membership, self care and self realization among school children. It consisted of Part -A and Part -B. Part -A consisted of basic data viz; age, sex, ordinal position, number of siblings, religion, type of family, family income, educational qualification and occupation of parents. Specific data contains 66 statements with positive and negative items having 5 point rating scale. The scoring procedure is always-03, sometimes-02, rarely-01, and never-0. The tool is also translated into regional language Kannada by the investigator.

Procedure: The purpose of the study was explained to the administrators of the school and official permission was taken to collect the data from the children for research work. Rapport was built with the respondents and then the questionnaire was administered to them to respond. The dully filled questionnaire was collected.

Results and Discussion: The data collected from the respondents were tabulated and statistically analyzed by applying percentage, mean, standard deviation and 't' test.

Figure - 1

Classification of Respondents by Ordinal position



Figure-1 reveals the classification of respondents by ordinal position. Out of the total 300 sample, equal percentage of them (39%) were 1st and 2nd borns followed by 11.7 percent of them were third borns and only 10.3 percent of them were 4th borns.

Figure - 2

Classification of Respondents by Number of Siblings

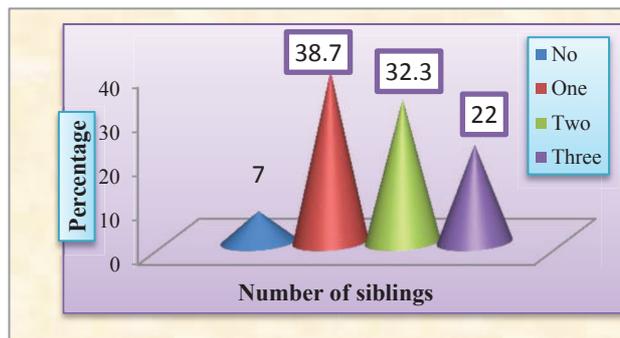


Figure-2 shows the classification of respondents regarding number of siblings. Majority of respondents (38.7%) had one sibling, 32.3 percent of them had two siblings followed by 22 percent of them had three siblings and 7 percent of them are only child in the family.

Table-1

Classification of Respondent on Social maturity Level

Social maturity Level	Category	Respondents	
		Number	Percent
Low	≤ 67.3 % Score	84	28.00
Moderate	67.4-73.6 % Score	113	37.70
High	> 73.6 % Score	103	34.30
Total		300	100.0

Table -1 depicts the level of social maturity of respondents. Majority of respondents (37.7%) had moderate level of social maturity, whereas 34.3 percent of them had high level of social maturity followed by 28 percent of them had low level of social maturity.

Majority of the respondents showed moderate level of social maturity thereby rejecting the hypothesis set for the study.

Significant at 5% Level, NS: Non-significant, $t(0.05, 298df) = 1.96$

Table - 2 shows the aspect wise mean scores of male and female respondents on different dimensions of social maturity. A cursory glance at the table shows that, there is a significant difference between male and female respondents with regard to two dimensions i.e. human relation and civic awareness / social values and ethical character. The test found to be significant at 5% level. In these two areas the hypothesis is accepted. Whereas, in the other areas adaptation / socialization, self direction, occupation & productivity/communication, cooperation, worthy

group membership (initiative & leadership), self care and self realization there is no significant difference found between male and female respondents which shows the non significant results by rejecting the hypothesis postulated for the study in these seven dimensions. The result supports the findings of the study conducted by Porvaznik, et.al (2013) and Zuzana B., et.al (2011).

Table- 2
Comparison between mean scores of different dimensions of social maturity among male and female respondents N=300

Aspects	Social maturity Scores (%)				't' Value
	Males (n=150)		Females (n=150)		
	Mean	SD	Mean	SD	
Socialization	70.50	10.90	72.30	10.60	1.45 ^{NS}
Self Direction	69.50	14.00	70.00	11.60	0.36 ^{NS}
Human Relation	78.30	11.00	81.20	10.90	2.29*
Communication	66.60	12.20	68.20	12.10	1.16 ^{NS}
Civic awareness	66.20	10.90	63.80	9.50	2.01*
Cooperation	76.00	12.60	76.50	10.70	0.38 ^{NS}
Worthy group membership	67.80	11.00	66.30	10.40	1.17 ^{NS}
Self Care	57.20	10.90	57.70	10.50	0.39 ^{NS}
Self Realization	76.60	11.60	76.40	11.90	0.14 ^{NS}
Combined	70.20	6.60	70.80	6.10	0.73 ^{NS}

Conclusion: The study revealed that, majority of male and female respondents between the age range of 10 to 13 years showed moderate level of social maturity. There is significant difference between male and female respondents with regard to human relation and civic awareness Whereas, in the other

dimensions of social maturity classified for the study there is no significant difference found between male and female respondents. Thus the finding highlights the need for intervention program to gain more maturity related to social aspect and to become a good member of the society.

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