

INFLUENCE OF SOCIAL MATURITY ON SCHOOL ADJUSTMENT OF GIRL STUDENTS AT HIGHER SECONDARY LEVEL - A STUDY

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ABSTRACT

Social Maturity means attaining maturity in relationship like intimacy among family members, good relationship with neighbours, friends and other members of the society. The present study aims to observe the influence of Social Maturity on School Adjustment of Higher Secondary girl students. The study reveals that there has no significant difference in Social Maturity between the urban and rural higher secondary girl students. And it also indicates that it has a high influence of Social Maturity on School Adjustment of high secondary girl students.

KEYWORDS: *Social Maturity, School Adjustment, Higher Secondary girl students*

INTRODUCTION

Man is a social being and for his existence in the society, he or she should conform with societal norms, ideals, values, etc. so that he can be an effective member of the society. Man is not born as Social but at times gradually moulded in society into social being and learn social ways of acting and feeling.

Parents, family members, neighbours, peer groups, society, etc. 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 place 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 as well attaining tolerant outlook, and also a satisfactory life philosophy that enables to satisfy physical as well as psychological needs.

The adolescence period is the most important stage of all the human being. It is the periods where all round development takes place (i.e. physical, mental, moral, social, emotional, spiritual) and among those social development take important place during this period. And a Secondary student falls under this Adolescence period.

Social Maturity also influence on the adjustment of the child. As, we know socially inhibited and shy children tend to poorly adjusted in environment. More the child Socially Matured, more there will be Social Adjustment. Individual

performs in an environment also depends largely upon on how he or she has adapted or adjusted to it.

Thus, Social Maturity permits more detailed perception of the social environment which helps the child to influence the social circumstances and develop stable patterns of social behaviour.

Social Maturity

The ultimate aim of effective social development in status hood is the attainment of Social Maturity. It includes such behavioural forms as group compatibility, kindness and sympathy, fair play emotional adjustability, courtesy and politeness, dependability, self-confidence, co-operation, leadership and cheerfulness. A socially mature individual should be able to make judgements, decisions and take proper action in case of problems and critical issues.

School Adjustment

Adjustment means reactions to the demands and pressure of socio-physical environment imposed upon the individual. The same demand is also expressed by the individual in the context of his environment. School adjustment requires the development of all social qualities and virtues in an individual.

SIGNIFICANCE OF THE STUDY

Maturity plays an important role in personal and social life. Social maturity means attaining maturity in relationship that is to establish good relations with family, neighbours, friends, playmates, class fellows, teachers and other members

of the society. A person having a quality of friendliness and adjustable nature is considered as social mature person. It has been observed that most of the children are lacking of social qualities. This study on social maturity will help the investigator to find out the levels of social maturity among the school age children and thereby behaviour can be categorised. As well as it will also enable the teacher, parents to deal with children effectively and help them to become mature adult. Social maturity influences the child in adjustment process.

In this context the present study assumes a greater significance and through this study it will be possible to observe the influence of social maturity on school adjustment of Higher Secondary girl students.

STATEMENT OF THE PROBLEM

In Higher Secondary level, social maturity among the students is very important which help him or her in the adjustment process. It has been observed that very less study has been done in this area, specially in the state of Assam. In this context, the investigator has felt for doing this study and it is entitled as *"Influence of Social Maturity on School Adjustment of Girl Students at Higher Secondary Level"*

OBJECTIVES OF THE STUDY

1. To study the Social Maturity of higher secondary school girl students in Kamrup District.
2. To find out the difference in Social Maturity between the urban and rural higher secondary girl students of Kamrup District.
3. To study the School Adjustment of Higher Secondary School girl students in Kamrup District.
4. To find out the difference in School Adjustment between the urban and rural higher secondary girl students of Kamrup District.
5. To find out the influence of Social Maturity on School Adjustment of higher secondary girl students in relation to Urban locality and Rural locality

HYPOTHESES

1. There exist no significant differences in Social Maturity between the urban and rural higher secondary girl students.
2. There exist no significant differences in School Adjustment between the urban and rural higher secondary girl students.
3. There exist no significant influences of Social Maturity on School Adjustment of higher secondary girl students in relation to Urban and Rural locality.

DELIMITATION OF THE STUDY

The present study has been delimited as follows-

1. The study has been delimited on Kamrup Metro and Kamrup Rural district only.
2. The study has been delimited to the adolescent girls studying in the provincialized higher secondary schools under SEBA.
3. The study has been delimited to students studying in H.S. 1st year.
4. Only Arts students of provincialized schools have been selected as sample for the present study.

METHODOLOGY

The study has been conducted through Descriptive Survey Method. Descriptive survey method is concerned with present situation and attempts to determine the status of the phenomena under investigation of a study.

Population

There are 81 provincialised higher secondary schools under Secondary Education Board of Assam (SEBA) in Kamrup District (Metro and Rural). All the girls students of Higher Secondary 1st year Arts stream from these schools have been regarded as population in this study.

Sample

The study has been conducted on a representative sample of 30% from the total population, selected from different provincialized schools of Kamrup district (Metro and Rural) with simple random sampling technique. Researcher have taken 268 girls' students from the eight provincialized schools of Kamrup (Metro and Rural) which has been selected through the simple stratified random sampling technique

Sources of data

Both primary and secondary sources of data will be used in this study. The responses of the Secondary students will be collected through primary sources and secondary data will be collected from various books, journals, reports and newspapers related to the area of study.

Tools for data collection

The following tools are selected for the study:

1. Social Maturity scale by Dr. Nalini Rao.
2. Adjustment inventory for School Students by A.K.P. Singh and R. P. Singh

ANALYSIS AND INTERPRETATION OF DATA

Data collection-

The present study has been done on both primary and secondary source of data. For the secondary source of data collection, the investigator visited RMSA office at Kahilipara and collect the list of higher secondary schools of Kamrup (Metro and Rural) under Assam Higher Secondary Education Council (AHSEC). Prior permission was taken from the principal of provincialized Higher Secondary School. The investigator distributed the questionnaire on Social Maturity and School Adjustment and allotted the specified time to the respondent.

Statistical techniques-

Following Statistical techniques have been used in interpreting and analysing the collected data-

1. Simple percentage calculation
2. Graphical representation
3. Mean and standard deviation
4. t-test
5. Chi- Square

Objective 1: To study the Social Maturity of Higher Secondary Girls students of Kamrup District.

The level of Maturity have been classified into seven categories which are- A stands for Very High Level Maturity, B stands for High Level Maturity, C stands for Above Average level Maturity, D stands for Average Level Maturity, E stands for Below Average Level Maturity, F stands for Low Level Maturity and G stands for Very Low Level Maturity. Table 1 presents percentage of levels of Social Maturity of Kamrup rural and Kamrup metro-

Table 1: Percentage of Social Maturity level of Kamrup (Metro and Rural)

SOCIAL MATURITY	A-VERY HIGH	B-HIGH	C-ABOVE AVG	D-AVG	E-BELOW AVG	F-LOW	G-VERY LOW	Grand Total
SOCIAL MATURITY LEVEL OF KAMRUP URBAN	0	15	63	30	0	0	0	108
PERCENTAGE	0	14%	58%	28%	0	0	0	
SOCIAL MATURITY LEVEL OF RURAL KAMRUP	0	14	119	23	0	0	4	160
PERCENTAGE	0	9%	74%	14%	0	0	3%	

From the Table 1, it has been found that levels of Social Maturity among the girls has been grouped as very high level, high level, above average level, average level, below average level, low level and very low level maturity. Among the girl students only 14% and 9% of Kamrup Metro and rural

respectively are under the category of high level maturity. Majority of the students are in the category of above average level maturity viz. 58% and 74% in both Metro and Rural district respectively. In both the districts there are no students under the category of very high, below average, low and very low category.

Graphical representation-

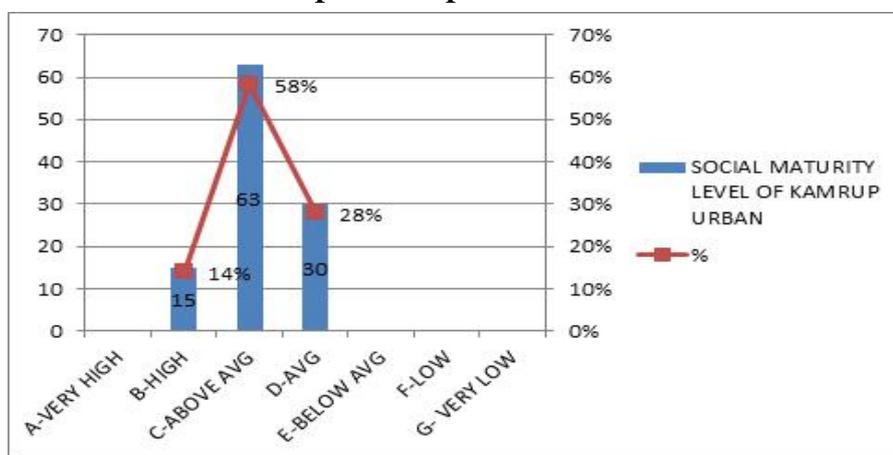


Fig.1

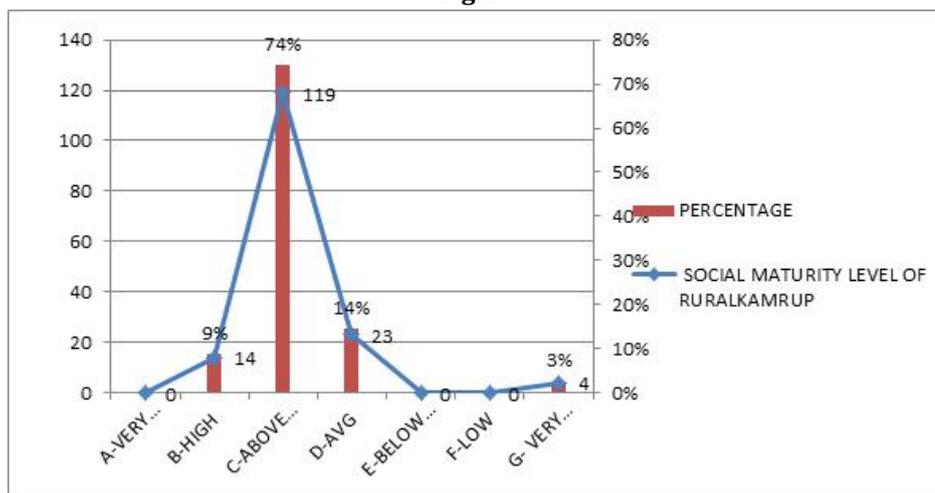


Fig.2

Objective 2:

To find out the significant difference in Social Maturity between the urban and rural higher secondary girls students.

H₀1: There exist no significant differences in Social Maturity between the urban and rural higher secondary girls' students.

Table 2: Mean, SD and ‘t’ value of Social Maturity of Kamrup Urban and Kamrup Rural.

VARIABLE	POPULATION	N	MEAN	SD	df	T VALUE	CRITICAL VALUE	REMARKS
SOCIAL MATURITY	KAMRUP URBAN	108	243.83	14.27	266	1.09	1.97	NOT SIGNIFICANT
	KAMRUP RURAL	160	245.77	14.26				

N = Number of Students

INTERPRETATION

According to table- 2, it has been found that the mean and standard deviation of Kamrup Metro are 243.83 and 14.27 and the mean and standard deviation of Kamrup Rural are 245.77 and 14.26 respectively. The ‘t’ value of Social Maturity of Kamrup Rural and Kamrup Metro is 1.09. So our null hypothesis can be accepted. The obtained t-value 1.09 is less than the critical value 1.97 at 0.05. It indicates that there are no significant differences in Social Maturity between the urban and rural higher secondary girls students. So our null hypothesis can be accepted.

Objective 3: To study the school adjustment of higher secondary girl students of Kamrup District-

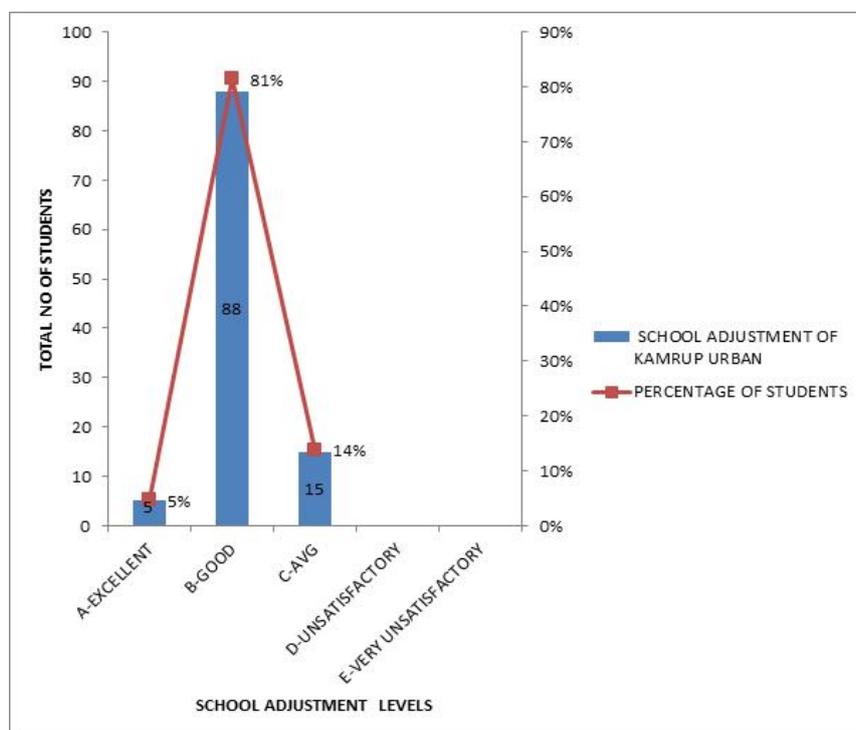
The classification of adjustment has been categorised into five groups which A stands for Excellent, B stands for Good, C stands for Average, D stands for Unsatisfactory, E stands for Very Unsatisfactory. Table 3 presents percentage of School Adjustment of Kamrup rural and Kamrup metro-

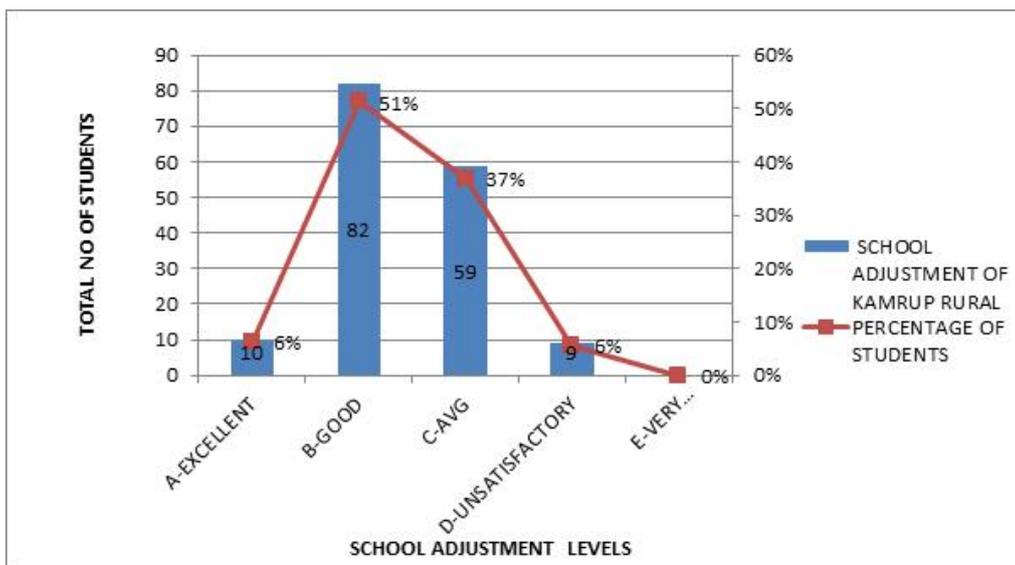
Table-3:Percentage of School Adjustment of Kamrup (Metro and Rural)

SCHOOL ADJUSTMENT	A- EXCELLENT	B- GOOD	C- AVG	D- UNSATISFACTORY	E-VERY UNSATISFACTORY	Grand Total
SCHOOL ADJUSTMENT OF KAMRUP URBAN	5	88	15	0	0	108
PERCENTAGE OF STUDENTS	5%	81%	14%	0	0	
SCHOOL ADJUSTMENT OF KAMRUP RURAL	10	82	59	9		160
PERCENTAGE OF STUDENTS	6%	51%	37%	6%	0%	

From the Table 3 it has been found that majority of the students fall under the B category which means good. Only 6% of Kamrup rural falls under the D category. It has been

observed that only 5% & 6% of students from Metro and Rural falls under the A category i.e. excellent.





Objective 4: To find out the difference in School Adjustment between the urban and rural Higher Secondary Girl students.

H₀₂: There exists no significant difference in school adjustment between the urban and rural higher secondary girl students.

Table 4

VARIABLE	POPULATION	N	MEAN	SD	df	t value	CRITICAL VALUE	REMARKS
SCHOOL ADJUSTMENT	KAMRUP METRO	10	10.55	4.04	266	4.02	1.96	Significant
	KAMRUP RURAL	16	12.85	5.02				

From the Table 4 it has been found that mean and standard deviation of Kamrup metro are 10.55 & 4.04 respectively. On the other hand mean and standard deviation of Kamrup rural are 12.85 & 5.02 respectively. The obtained t-value 4.02 is more than the critical value 1.96 at 0.05 level. It indicates significant difference between Kamrup Metro and Kamrup Rural. Therefore null hypothesis can be rejected.

H₀₅: There exists no significant influence of social maturity on school adjustment of higher secondary girl students in relation to urban and rural locality.

To fulfill this objective, the investigator has adopted Chi-Square (χ²) test of significance. The null hypothesis has been formulated as

Objective 5: To find out the influence of Social Maturity on School Adjustment of higher secondary girl students in relation to urban and rural locality.

H₀₅ There exists no significant influence of social maturity on school adjustment among girl students of higher secondary level.

Table 5 - Association between Social Maturity & School Adjustment among girl students of higher secondary level

Adjustment Social-Maturity	Unsatisfactory	Average	Excellent	Total	d.f	χ ² -value	Level of Significance
Immature	35	16	7	58	4	11.763*	Significantly Associated at 0.05 level
Moderately mature	70	33	38	141			
Mature	29	13	27	69			
Total	134	62	72	268			

(The critical value of χ² for 4 degrees of freedom at 0.05 level of significance is 9.488)

Interpretation - From the table 5, it has been found that the calculated value of Chi square is 11.763 which is significant at 0.05 level of significance with 4 degrees of freedom. Therefore, Null hypothesis H_{05} can be rejected here. It indicates that there is an association between social maturity and school adjustment. We, can, therefore say that Social Maturity has high influence on School Adjustment.

Findings of the study-

On the basis of the analysis and interpretation, the major findings of the study are as follows-

Based on first objective-

- The investigator found the distribution of girl students according to the category of maturity. It has been found that majority of students that is 63% of girl students are above average category.

Based on second objective-

- From the study, it has been found that the obtained t-value 1.091 is lesser than the critical value at 0.05 level. It indicates that there are no significant differences in Social Maturity between the urban and rural higher secondary girl students.

Based on third objective-

- The investigator found that in School adjustment trait, majority of girl students' i.e. 50% shows a poor adjustment skill. And rest of the girl students i.e. 23.13% and 26.87% falls under the category of Average and Excellent respectively. Therefore, we can infer from these figures that majority of the students have poor school adjustment.

Based on fourth objective-

- From the study, it has been found that the obtained t-value 3.859 is more than the critical value at 0.05 level. It indicates that there are significant differences in School Adjustment levels between the urban and rural higher secondary girl students.

Based on fifth objective-

- To test the influence of social maturity on school adjustment, the investigator has conducted Chi Square test. The Chi Square value is found to be 11.763 which is significantly associated at 0.01 level with 4 degrees of freedom. Therefore it can be said that there is a high significant influence of social maturity on school adjustment of higher secondary girl students.

DISCUSSION

From the study it has been observed that rural girl students are more socially mature than urban students. And it also shows that it has high influence of social maturity on school adjustment of higher secondary girl students. There had been studies done related to Social Maturity. Dr Vipinder Nagra and Ms Maninder Kaur in 2013 has concluded that student teachers of Hoshiarpur district have high level of maturity. A.SS Arul Lawrence and Rev. Dr I Jesudess in 2011 has inferred that girls are found to have more Social Maturity and Academic Achievement than boys, it is proved that girls attain maturity faster than boys. As we know that as age increases, maturity also increases simultaneously. Therefore parents, teachers, other family members, society, etc. should help the child to develop this important social aspect. And they are suggested to adopt various measures for developing the social qualities among the child like participation in school activities, organising or arranging the school function, debate, symposium, etc. And teacher can also develop leadership qualities among the child.

CONCLUSION

Thus, we can say that when the child is socially mature, they can meet the expectation of society or social system. It also helps the child to adjust in any kind of situation. Nowadays many commission or committee has recommended for the development of integrated personality. For that educational institutions should take initiative measures.

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