

SOCIAL MATURITY AMONG COLLEGE STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF FAMILY

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Abstract

The present study aimed to know the social maturity among college students. It also aimed to check social maturity with relation to gender and type of family. A Comprehensive for Social Maturity (ACSSM) prepared by Dr. Roma Pal (1986) was used. The sample constituted total 120 college students out of which 60 were from boys students (30 joint family and 30 nuclear family) and 60 from girls students (30 joint family and 30 nuclear family). The data was collected from North Gujarat. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that, 1. There is no significant difference in the mean score of social maturity among the boys and girls college students. 2. There is significant difference in the mean score of social maturity among the college students of joint family and nuclear family. The college students of nuclear family group is having high social maturity than college students of joint family group, and 3. There is no significant difference in the interactive effect of the mean scores of social maturity with regards to the gender and type of family.

Keywords: Social maturity, boys and girls college students, joint family and nuclear family.

INTRODUCTION:

Maturity implies a satisfactory fulfillment of one's potentialities. This means developing and issuing one's physical and mental abilities to the fullest extent. Maturity requires adjusting to and participating creatively in one's environment requires adjusting to and participating creatively in one's environment in order to participate creatively in this world. It is the complete change in an individual which assist him to reach at the stage of functional readiness. Social maturity, like physical maturity, is often the subject of discussion among concerned adults because it can be so obvious. The five year old who reaches out to shake your hand or the eight year old who makes eye contact and says "please" and "thank you" or the twelve year old who does none of these things each is likely to earn some comment about his or her "maturity." Social maturity is, of course, a matter of experience and choice. The child who has been exposed to these finer points of etiquette (as when parents model such behaviors) and who chooses to exercise them (as when your teenager wants something), may seem socially mature. Are you old enough to remember Eddie Haskell, the manipulative neighbor from "Leave it to Beaver"? Ward and June (the parents) frequently commented on how "mature" Eddie seemed because he knew how to turn on the charm when, in fact, we viewers knew that Eddie was a mischievous trouble maker. Today's citizen must be literate in the political, social, economic, scientific and artistic field. If he is taking an active and cooperative part in his social group than he is mature. If for some reasons he is not ready to act, feel and think in way appropriate according to his stage of physical and mental development, than he is an immature person. Social maturity: - A person having a quality of friendship and adjustable quality of mature person in society referred as social maturity term. Social development is one of the educationally significant and important aspects of human growth. Social development means acquisition of the ability to behave in accordance with social norms, customs and expectations. Social development means social maturity. It means how much a person is socially nature. What are his relations with other human beings? How he deals with others. How he takes interest in others. How he makes his friends so maturity has great impact on child's personality. Thus social maturity means attaining maturity in social relationships that is to establish good relations with family, neighbours, friends, playmates, class-fellows, teachers and other members of the society for making and keeping friends. A person having a quality of friendliness and adjustable nature is considered a socially mature person.

THE NATURE OF SOCIAL MATURITY:

The maturity of a student is influenced by various social factors as under:

- (i) **Concept of dependence:** Independence; an individual is required to modify .His behavior in terms of asserting his independence and seeking aid or relief in the socio cultural context.
- (ii) **Self Control:** Self-control as a part of social maturity is necessary fall decision making and facing the consequences. Acquiring self-control is partly maturational and partly learnt behavior. The students studying in

a secondary school understands that society does not expect him to regress to childhood behavior at this age so he attempts at coming up to the expectations of the society and this he achieves by controlling his behavior.

(iii) Stress: Everybody has to overcome stresses. Every time there is a stress situation. A mature individual mobilizes the available resources and utilize. Then to the best of his ability to overcome the stress.

(iv) Social maturation: Socially mature are aware of their roles. During the! Process of social growth students learn to live up to the expectations of the! Society in which they live.

Maturity is the ability to respond to the environment in an appropriate manner. This response is generally learned rather than instinctive. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one lives in. Adult development and maturity theories include the purpose in life concept, in which maturity emphasizes a clear comprehension of life's purpose, directedness, and intentionality, which contributes to the feeling that life is meaningful. The status of maturity is distinguished by the shift away from reliance on guardianship and the oversight of an adult in decision-making acts. Maturity has different definitions across legal, social, religious, political, sexual, emotional, and intellectual contexts. The age or qualities assigned for each of these contexts are tied to culturally-significant indicators of independence that often vary as a result of social sentiments. The concept of psychological maturity has implications across both legal and social contexts, while a combination of political activism and scientific evidence continue to reshape and qualify its definition. Because of these factors, the notion and definition of maturity and immaturity is somewhat subjective.

Ram Prakash Gupta (2014) had studied examined Social Maturity among Male and Female M.Ed. Students. The study was confined to 100 male and female students of Science and Arts students of M.Ed. of Himachal Pradesh. Comprehensive scale of Social Maturity prepared by Roma Pal was used. The reliability were calculated which were 0.834 and 0.793 respectively; validity was 0.831. After the analysis of the result, it was found that all M.Ed. students are social mature whether they belong to science and humanity groups, there is no significant difference in the social maturity level among female arts and science students. There is no significant difference in the social maturity level among male arts and science students; among male and female science students; among male and female arts students. It was observed that there was no significant difference in the social maturity level among male and female students.

P.Anitha(2017) had studied on Social Maturity of the Adolescent College Students in Colleges, and the finding a significant relationship between social maturity various demographical parameters namely gender, age and the achievement motivation of adolescent students. It found that social maturity and age of the respondents are not related. And in this study, gender plays a significant relationship in developing social maturity.

OBJECTIVES:

The objectives:

1. To Study of the social maturity among the boys and girls college students.
2. To Study of the social maturity among the college students of joint family and nuclear family.
3. To Study of the interactive effect of social maturity with regards to gender and type of family.

METHODOLOGY

HYPOTHESIS:

1. There will be no significant difference in the mean score of social maturity among the boys and girls college students.
2. There will be no significant difference in the mean score of social maturity among the college students of joint family and nuclear family.
3. There will be no significant difference in the interactive effect of the mean scores of social maturity with regards to the gender and type of family.

VARIABLE:

Independent Variable

1. **Gender:** Boys and Girls College Students.
2. **Type of Family:** Joint Family and Nuclear Family.

Dependent Variable: Social Maturity Score.

RESEARCH DESIGN:

2*2 Factorial design:

Gender(A)			
Type of family (B)	Boys (A ₁)	Girls (A ₂)	Total

Joint Family (B ₁)	A1B1(30)	A2B1(30)	60
Nuclear Family (B ₂)	A1B2(30)	A2B2(30)	60
Total	60	60	120

RESEARCH POPULATION AND SAMPLE:

According to the purpose of present study all the college students of North Gujarat were constituted as population for the present study. Total 120 college students were randomly selected as sample from North Gujarat. A total sample of 120 college students out of which 60 were from boys students (30 joint family and 30 nuclear family) and 60 were from girls students (30 joint family and 30 nuclear family)) selected as a sample.

TOOLS:

A Comprehensive for Social Maturity (ACSSM) prepared by Dr. Roma Pal (1986) was used. The scale consists of 50 statements, and that each statement accorded a four point response spread, the intervals of which were labeled as 'Strongly Agree', 'Agree', 'Disagree' & 'Strongly Disagree'. The successive response intervals were subsequently scored, 4, 3, 2 & 1. The reliability coefficient were calculated which were 0.834 & 0.793 respectively.

PROCEDURE:

The permission was granted from boys and girls college students from North Gujarat in Gujarat state after the establishment of rapport, personal information and the 'Social maturity Questionnaire (SCQ)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance mean 'F' value and level of significance of gender and type of family:

SUM VARIANCE	OF	DF	MEAN	F-VALUE	SIGN. LEVEL
SS _A	1		274.48	1.40	N.S.
SS _B	1		3030.07	6.20	0.05*
SS _{A*B}	1		1518.01	3.17	N.S.
SS _{Error}		116	488.89	—	—
SS _{Total}		119	61975.13	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

Table: 2 The Table showing the Mean Score of Social maturity of Boys and girls students :

	A (GENDER)		'F' VALUE	SIGN. LEVEL
	A ₁ (Boys)	A ₂ (Girls)		
M	274.48	279.27	1.40	N.S.
N	60	60		

The above table no.2 shows the mean score of social maturity among boys and girls college students. The mean score of boys students college group is 274.48 and girls college students group is 279.27. The 'F' value is 1.40 which was found to be not-significant level at 0.05. Therefore the hypothesis no.1 that, "There is no significant difference in the mean score of social maturity among the boys and girls college students" is accepted.

Table: 3 The Table showing the Mean Score of Social maturity of college students of joint family and nuclear family:

	B (TYPE OF FAMILY)		'F' VALUE	SIGN. LEVEL
	B ₁ (Joint Family)	B ₂ (Nuclear Family)		
M	271.85	281.90	6.20	0.05*
N	60	60		

The above table no.3 shows the mean score of social maturity among college students of joint family and nuclear family. The mean score of college students of joint family group is 271.85 and college students of nuclear family

group is 281.90. The 'F' value is 6.20 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to social maturity and type of family. It should be remembered here that, according to scoring pattern, higher score indicate high social maturity. Thus from the result it could be said that, the college students of nuclear family group is having high social maturity than college students of joint family group. Therefore the hypothesis no.2 that, "There is no significant difference in the mean score of social maturity among college students of joint family and nuclear family" is rejected.

Table: 4 The Table showing the interactive effect of the Mean Score of social maturity of gender and type of family:

			A		'F' VALUE	SIGN. LEVEL
			A ₁	A ₂		
M	B	B ₁	265.87	277.83	3.17	N.S.
		B ₂	283.10	280.70		
N			60	60		

The above table no.4 shows the interactive effect of social maturity among the gender and type of family. The mean score of boys college students of joint family group is 265.87, boys college students of nuclear family group is 283.10, girls college students of joint family group is 277.83 and girls college students of nuclear family group is 280.70. The 'F' value is 3.17 which was found to be not-significant level at 0.05. Therefore the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of social maturity with regards to the gender and type of family" is accepted.

CONCLUSION

1. There is no significant difference in the mean score of social maturity among the boys and girls college students.
2. There is significant difference in the mean score of social maturity among the college students of joint family and nuclear family. The college students of nuclear family group is having high social maturity than college students of joint family group.
3. There is no significant difference in the interactive effect of the mean scores of social maturity with regards to the gender and type of family.

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