

A study of social maturity among college students

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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 reference to gender and faculty. 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 (20 students of arts, 20 students of commerce and 20 students of science faculty) and 60 from girls students (20 students of arts, 20 students of commerce and 20 students of science faculty). The data was collected from Banaskantha District. The data was scored, analyzed as per the manual. ‘F’ test was being calculated. The result showed that, 1. There is significant difference in the mean score of social maturity among the boys and girls college students. Therefore, it could be said that, the girls college students group is having high social maturity than boys college students group. 2. There is no significant difference in the mean score of social maturity among the college students of arts, commerce and science faculty, & 3. There is no significant difference in the interactive effect of the mean scores of social maturities with regards to the gender and faculty.

Keywords: Social maturity, boys and girls students, arts, commerce and science faculty.

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.

“Maturation means the growth and development that is necessary either before any unlearned behaviour can occur or before learning of any particular can take place.”

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The Nature of Social Maturity

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

1. **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.
2. **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.
3. **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.
4. **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 was 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

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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 arts, commerce and science faculty.
3. To Study of the interactive effect of social maturity with regards to gender and faculty.

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 arts, commerce and science faculty.
3. There will be no significant difference in the interactive effect of the mean scores of social maturity with regards to the gender and faculty.

Variable

Independent Variable

1. **Gender :** Boys and Girls College Students.
2. **Faculty :** Arts, Commerce and Science.

Dependent Variable : Social Maturity Score.

Research Design

A total sample of 120 college students equally distributed between boys and girls students of Arts, Commerce and Science faculty from Banaskantha District selected for the research study.

Showing the table of Sample Distribution

Faculty (B)	Gender (A)		Total
	Boys (A ₁)	Girls (A ₂)	
Arts (B ₁)	20	20	40
Commerce (B ₂)	20	20	40
Science (B ₃)	20	20	40
Total	60	60	120

Sample

The sample of the present study constituted total 120 college students out of which 60 were from boys students (20 students of arts, 20 students of commerce and 20 students of science faculty) and 60 from girls students (20 students of arts, 20 students of commerce and 20 students of science faculty).

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’ &

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‘Strongly Disagree’. The successive response intervals were subsequently scored, 4, 3, 2 & 1. The reliability coefficient was calculated which were 0.834 & 0.793 respectively.

Procedure

The permission was granted from boys and girls college students from Banaskantha District 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 faculty

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	869.41	4.08	0.05*
SS _B	2	600.63	2.82	N.S.
SS _{A*B}	2	136.01	0.64	N.S.
SS _{Error}	114	213.00	—	—
SS _{Total}	119	26624.92	—	—

Df – 1 = *0.05= 3.89, **0.01= 6.76, N.S.= Not Significant

Df – 2 = *0.05= 3.04, **0.01= 4.71, 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.
	A ₁ (Boys)	A ₂ (Girls)		
M	156.33	161.72		
N	60	60	4.08	0.05*

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 156.33 and girls college students group is 161.72. The ‘F’ value is 4.08 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to social maturity and gender. It should be remembered here that, according to scoring pattern, higher score indicates high social maturity. Thus, from the result it could be said that, the girls college students group is having high social maturity than boys college students group. 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 rejected.

As per above result we can say that the mean of girls college students have more than boys college students. As it can be as girls have the qualities of openness to change, personal Adequacy, Enlightened trust, cooperation which are factors of social maturity is more than boys and it can be shown less in boys compared to girls.

Table: 3 The Table showing the Mean Score of Social maturity of college students of Arts, Commerce and Science faculty

	Faculty (C)			'F' Value	Level of signification
	Arts (C ₁)	Commerce (C ₂)	Science (C ₃)		
Mean	162.90	159.03	155.15	2.82	N.S.
N	40	40	40		

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The above table no.3 shows the mean score of social maturity among college students of arts, commerce and science faculty. The mean score of college students of arts faculty group is 162.90, college students of commerce faculty group is 159.03 and college students of science faculty group is 155.15. The 'F' value is 2.82 which was found to be not-significant level at 0.05. Therefore, the hypothesis no.2 that, "There is no significant difference in the mean score of social maturity among the college students of arts, commerce and science faculty" is accepted.

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

		A		'F' value	Sign.
		A ₁	A ₂		
M	B ₁	158.20	167.60	0.64	N.S.
	B ₂	157.95	160.10		
	B ₃	152.85	157.45		
N		60	60		

The above table no.4 shows the interactive effect of social maturity among the gender and faculty. The mean score of boys college students of arts faculty group is 158.20, boys college students of commerce faculty group is 157.95, boys college students of science faculty group is 152.85, girls college students of arts faculty group is 167.60, girls college students of commerce faculty group is 160.10, and girls college students of science faculty group is 157.45. The 'F' value is 0.64 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 maturities with regards to the gender and faculty" is accepted.

CONCLUSION

1. There is significant difference in the mean score of social maturity among the boys and girls college students. Therefore, it could be said that, the girls college students group is having high social maturity than boys college students group.
2. There is no significant difference in the mean score of social maturity among the college students of arts, commerce and science faculty.
3. There is no significant difference in the interactive effect of the mean scores of social maturities with regards to the gender and faculty.

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Conflict of Interest

The author declared no conflict of interest.

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