

## Social Development of Adolescence in Rural Area of Puducherry

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### ABSTRACT

The domain of social intelligence and development is a critical component of descriptions of human ability and behaviour. Social skills are important for preparing young people to mature and succeed in their adult roles within the family, workplace, and community. For educators, it is increasingly obvious that learning is ultimately a social process. The present study was conducted on the rural area of Puducherry to find out '**Social development of Adolescence in rural area of Puducherry**'. Total 120 adolescent were selected for the study. Data were analysed using median and t-test. Results (1) based on the median value shows that there is social development in Overall sample, Boys, Children of both literate Parents and Children of single literate Parents. On the other hand Girls, adolescence belongs to other backward caste, scheduled caste and Children of both illiterate parents have poor social development. (2) based on t-test shows that there is no significance of difference between the sub-samples of (i) Boys and Girls (ii) Other backward community and Scheduled community (iii) Children of both literate Parents and Children of both illiterate Parents (iv) Children of both literate Parents and Children of single literate Parents (v) Children of both illiterate Parents and Children of single literate Parents.

*Keywords: Adolescence, Literate*

**Development:** 'Development' implies the overall changes occurring in both the quantitative as well as the qualitative aspects. Therefore development as a comprehensive term related to all types of changes, can be employed to describe the changes in all dimension of one's personality whether physical, mental, moral and social or any other.

**Social Development:** Social Development refers to how people develop social and emotional skills across the lifespan, with particular attention to childhood and adolescence. Healthy social development allows us to form positive relationships with family, friends, teachers, and other people in our lives. As we mature, we learn to better manage our own feelings and needs and to respond appropriately to the feelings and needs of others.

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*Statement of the Problem:*

The Statement of the problem is “**Social Development of Adolescence in rural area of Puducherry**”

**OBJECTIVES:**

*The following objectives were framed:*

- 1) To find out the status of Social Development of Adolescence as a whole in rural area of Puducherry.
- 2) To find out the status of Social Development of Adolescence under various sub-samples.
- 3) To find out the significance of difference in Social Development of Adolescence between any two sub-samples.

*Hypotheses:*

- 1) There is no significant difference between ‘social development’ of adolescent boys and adolescent girls in rural area of Puducherry.
- 2) There is no significant difference between ‘social development’ in adolescence of Other Backward caste and adolescence of Scheduled caste in rural area of Puducherry.
- 3) There is no significant difference between ‘social development’ in adolescence of both literate parents and adolescence of both illiterate parents in rural area of Puducherry.
- 4) There is no significant difference between ‘social development’ in adolescence of both literate parents and adolescence of single literate parents in rural area of Puducherry.
- 5) There is no significant difference between ‘social development’ in adolescence of both illiterate parents and adolescence of single literate parents in rural area of Puducherry.

*Limitation of the study:*

- 1) Since the samples are collected in school, the adolescence outside the school environment not taken into account for the study.
- 2) Among the 120 samples, only 1 sample is under the category of Forward caste community. Since the number is very meager for calculation, the above mentioned community cannot take into account for the present study.
- 3) The Right of Children to free and Compulsory Education Act, 2009 states that children have the right to get free education till they complete class VIII. The main purpose of the act is to outline the provision of quality education for all children between the ages of 6 – 14. Since the constitution of India mentioned that up to class VIII for compulsory education, **the minimum education level of Standard VIII completers are taken as literates**

*Operational Definition of the Terms Used:*

1. **Adolescence:** The period following the onset of puberty during which a young person develops from a child into an adult. In other words **Adolescence** is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood.

2. **Literate:** A person who is the ability to read and write with understanding in any language is called as literate.

## REVIEW OF RELATED LITERATURE

**Caprara, Barbanelli, Pastorelli, Bandura and Zimbardo (2000)** noted that aggression and other maladaptive behaviors detract from academic success by ‘undermining academic pursuits and socially alienating conditions’ for the aggressive child. Studies show also that if children are delayed in social development in early childhood they are more likely to be at-risk for maladaptive behaviors such as antisocial behavior, criminality, and drug use later in life

**Malecki & Elliot (2002)** Studies done with students at the ages of middle childhood and adolescence support the notion that those social skills acquired in early education are related to social skills and academic performance throughout school-aged years. One such longitudinal study done with third- and fourth-grade students found that social skills were predictive of both current and future academic performance.

**Herbert-Myers, Guttentag, Swank, Smith, and Landry (2006)** provided a glimpse into the complexity and multidimensionality of developing social competence. They found that “social connectedness, compliance, and noncompliance with peer requests were predicted by concurrent language skills, whereas concurrent impulsivity and inattentiveness were important for understanding frustration tolerance/flexibility with peers” (p. 174). They also found that language and skills used in toy play at age three were directly related to language competence and attention skills at age eight. Their conclusion was that early social and language skills influenced later social competence through both direct and indirect means

**Bandura and Zimbardo (2000)** found that changes in achievement in the eighth grade could be predicted from gauging children’s social competence in third grade. At the high school level, Scales et al. (2005) measured students’ level of ‘developmental assets’, (positive relationships, opportunities, skills, values and self-perceptions) and its relationship to academic achievement. In this study, seventh, eighth and ninth grade students with more increased ‘developmental assets’ had higher GPAs in tenth through twelfth grade than those with less assets. These findings support the view that a broad focus on social and emotional development promotes academic achievement throughout middle and high school.

**Girli (2013)** When autistic students are placed in a primary classroom with regular students, their social skills and self-concept grow while their aggressive behavior diminishes. Research shows that by having special needs and regular students in an inclusive elementary school classroom benefit both parties. Both types of students learn how to socialize and work together in a classroom. The article shows that, “Inclusion provides a normalized environment for students with special needs in which there are opportunities for establishing friendships and role models for socialization,”

**Ramani, Geetha B.; Brownell, Celia A (2014)** Cooperative problem solving with peers plays a central role in promoting children's cognitive and social development. This research reveals cooperative problem solving among preschool-age children in experimental settings and social play contexts. Studies suggest that cooperative interactions with peers in experimental settings are not as consistently beneficial to young children's cognitive growth as they are for school-age children. In contrast, both theory and empirical research suggest that social play like that seen in early childhood classrooms is a context in which young children gain critical knowledge from peer cooperation. However, these contexts differ in how much they allow children to create and sustain their own joint goals, which likely influences their learning from cooperative interactions in experimental settings. Features of cooperative social play that allow preschool children to create joint goals are considered, and suggestions for future research are proposed to integrate these features into experimental settings in order to provide a fuller understanding of the development of cooperative problem solving in young children and its benefits

## **METHODOLOGY**

### ***Research Method:***

Normative survey method was used.

### ***Sampling Procedure:***

The subjects of the study consisted of 120 samples of Secondary and Higher Secondary schools of rural area of Puducherry. The 40 adolescence (samples) in each of the 3 schools were selected through purposive sampling method.

### ***Tools used:***

In the present study a standardized tool has been used to collect the required data. The tool used for the present study is “**The positive youth development inventory**” developed by Eccles and Gootman (2002). Which contains 5 – c’s out of which 2 –c’s of (i) Competence and (ii) Connection were taken to study the social development.

### ***Pilot Study***

The 75 randomly selected subjects drawn from three different schools were taken for the pilot study. To improve the tool all the items under (i) Competence (14 items) and (ii) connection (8 items) were framed and pilot study was conducted. The selected 22 statements initially were given to the experts for their approval and suggestions. They judge the appropriateness of the statements and selected 12 items finally. (i.e.,) the 4 items from the **Competence** and all the 8 items from the **Connection** are approved.

For reliability test-retest method was conducted on the sample of 75 in two spells with gap of 15 days. It is also validated and updated for the present study

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### *Description of the tool:*

The scale consists of 12 statements calls for a graded response to each statement on a four-point scale ranging from “strong disagreement” to “strong agreement. The points are denoted by ‘strongly disagree’, ‘disagree’, ‘agree’, ‘strongly agree’. The Social development scale assigned arbitrary weights i.e., 1, 2, 3 and 4 in the order of ‘strongly disagree’ response to ‘strongly agree’ response. The total scores for an individual can be obtained by adding his/her scores for all the individual items.

### *Statistical Techniques Employed:*

Statistical techniques like the median value of the entire sample and its sub-samples were used to find social development. Adolescence who have got scores equal or more than the median value are considered to be having social development and those have got less than the median value are considered to be having poor social development. And t test was used to find significance of difference between two means with reference to their Sex, Caste, and Parental educational qualification.

## ANALYSIS AND INTERPRETATION OF DATA

The data collected for the present study have been analyzed and interpreted according to the objective in the following way.

**Table-1: Table showing the total sample number, mean, median, standard deviation, % above median and % below median of the overall sample and the sub-samples**

S.No	Category	Total No	Mean	Median	SD	Above Median		Below Median	
						Nos	%	Nos	%
01	Overall	120	41.16	42	4.89	62	52	58	48
02	Boys	71	40.55	41	5.00	37	52	34	48
03	Girls	49	41.64	43	4.58	24	49	25	51
04	Other Backward Caste	92	41.23	42	4.79	45	49	47	51
05	Scheduled Caste	27	41.90	43	4.47	10	37	17	63
06	Children of Both literate parent	66	40.56	41	5.00	37	56	29	44
07	Children of Single literate parent	33	41.46	42	4.79	17	52	16	48
08	Children of Both illiterate parent	21	42.59	43	4.12	09	43	12	57

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**Objective – 1: To find out the status of Social Development of Adolescence as a whole in rural area of Puducherry**

*Table-2: Table showing the total sample number, median, % above median and % below median of the overall sample*

S.No	Category	Total No	Median	Above Median		Below Median	
				Nos	%	Nos	%
01	Overall	120	42	62	52	58	48

It is inferred from the table-2, that the overall samples have scored 62(52%), which is more than the median value of 42 shows that there is social Development of adolescence in rural area of Puducherry.

**Objective – 2: To find out the status of Social Development of Adolescence under various sub-samples**

*Table-3: Table showing the total sample number, median, % above median and % below median of the sub-samples*

S.No	Category	Total No	Median	Above Median		Below Median	
				Nos	%	Nos	%
01	Boys	71	41	37	52	34	48
02	Girls	49	43	24	49	25	51
03	Other Backward Caste	92	42	45	49	47	51
04	Scheduled Caste	27	43	10	37	17	63
05	Children of Both literate parent	66	41	37	56	29	44
06	Children of Single literate parent	33	42	17	52	16	48
07	Children of Both illiterate parent	21	43	09	43	12	57

It is inferred from the table-3, that the samples (boys) have scored 37(52%), which is more than the median value of 41 shows that there is social Development of adolescent boys in rural area of Puducherry.

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It is inferred from the table-3, that the samples (Girls) have scored 24(49%), which is more than the median value of 43 shows that there is poor social Development of adolescent Girls in rural area of Puducherry.

It is inferred from the table-3, that the samples (Adolescence of Other Backward Caste) have scored 45(49%), which is more than the median value of 42 shows that there is poor social Development in adolescence of other backward caste in rural area of Puducherry.

It is inferred from the table-3, that the samples (Adolescence of Scheduled Caste) have scored 10(37%), which is more than the median value of 43 shows that there is poor social Development in adolescence of scheduled caste in rural area of Puducherry.

It is inferred from the table-3, that the samples (Children of Both literate parent) have scored 37(56%), which is more than the median value of 41 shows that there is social Development in adolescent children of both literate parent in rural area of Puducherry.

It is inferred from the table-3, that the samples (Children of Single literate parent) have scored 17(52%), which is more than the median value of 42 shows that there is social Development in adolescent children of Single literate parent in rural area of Puducherry

It is inferred from the table-3, that the samples (Children of Both illiterate parent) have scored 09(43%), which is more than the median value of 43 shows that there is poor social Development in adolescent children of both illiterate parent in rural area of Puducherry

**Objective – 3: To find out the significance of difference in Social Development of Adolescence between any two sub-samples**

**Hypothesis -1 : There is no significant difference between ‘social development’ of adolescent boys and adolescent girls**

*Table-4 ‘t’ value between adolescent boys and adolescent girls*

Sex	Numbers	Mean	S.D	‘t’ value	5% level of significance
Boys	71	40.55	5.00	1.25	NS
Girls	49	41.64	4.58		

It is inferred from the above table that the calculated ‘t’ value between Adolescent Boys and Adolescent Girls with respect to their Social development is less than the table value at 5% level of significance ( 1.96). Therefore the null hypothesis is accepted.

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**Hypothesis -2: There is no significant difference between ‘social development’ in adolescence of Other Backward caste and adolescence of Scheduled caste in rural area of Puducherry.**

*Table-5 ‘t’ value between adolescence of Other Backward Caste and adolescence of Scheduled Caste*

Community	Numbers	Mean	S.D	‘t’ value	5% level of significance
Other Backward Caste	92	41.23	4.79	0.69	NS
Scheduled Caste	27	41.90	4.47		

It is inferred from the above table that the calculated ‘t’ value between adolescence of Other Backward Caste and adolescence of Scheduled Caste with respect to their Social development is less than the table value at 5% level of significance ( 1.96). Therefore the null hypothesis is accepted.

**Hypothesis -3 : There is no significant difference between ‘social development’ in adolescence of both literate parents and adolescence of both illiterate parents in rural area of Puducherry**

*Table-6 ‘t’ value between adolescence of both literate parents and adolescence of both illiterate parents.*

Literate Background of parent	Numbers	Mean	S.D	‘t’ value	5% level of significance
Both Literate parent	66	40.56	5.00	1.87	NS
Both illiterate parent	21	42.59	4.12		

It is inferred from the above table that the calculated ‘t’ value between adolescence of both literate parents and adolescence of both illiterate parents with respect to their Social development is less than the table value at 5% level of significance ( 1.96). Therefore the null hypothesis is accepted.



**Hypothesis -4, There is no significant difference between ‘social development’ in adolescence of both literate parents and adolescence of single literate parents in rural area of Puducherry.**

*Table-7 ‘t’ value between adolescence of both literate parents and adolescence of single literate parents.*

Literate Background of parent	Numbers	Mean	S.D	‘t’ value	5% level of significance
Both literate parent	66	40.56	5.00	0.89	NS
Single literate parent	33	41.46	4.79		

It is inferred from the above table that the calculated ‘t’ value between adolescence of both literate parents and adolescence of single literate parents with respect to their Social development is less than the table value at 5% level of significance ( 1.96). Therefore the null hypothesis is accepted.

**Hypothesis -5: There is no significant difference between ‘social development’ in adolescence of both illiterate parents and adolescence of single literate parents in rural area of Puducherry**

*Table-8‘t’ value between adolescence of both illiterate parents and adolescence of single literate parents.*

Literate Background of parent	Numbers	Mean	S.D	‘t’ value	5% level of significance
Both illiterate parent	21	42.59	4.12	0.94	NS
Single literate parent	33	41.46	4.79		

It is inferred from the above table that the calculated ‘t’ value between adolescence of both illiterate parents and adolescence of single literate parents with respect to their Social development is less than the table value at 5% level of significance ( 1.96). Therefore the null hypothesis is accepted.

## **FINDINGS AND SUGGESTIONS**

*On the basis of the analysis, following important findings are mentioned.*

**Finding based on the median values:**

1. About 62 out of 120 overall samples i.e., 53% have shown that there is social development of adolescence in rural area of Puducherry.

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2. 52% of the samples (Boys) have shown that there is social development of adolescent boys in rural area of Puducherry.
3. Whereas, 49% in(Girls) samples shows poor social development of adolescent girls in rural area of Puducherry.
4. The Adolescence of other backward caste and Adolescence of Scheduled caste in rural area of Puducherry are poor in social development by showing 49% and 37% respectively.
5. 56% of adolescence children of both literate parents have shown social development in rural area of Puducherry.
6. 52% of adolescence children of single literate parents have shown social development in rural area of Puducherry.
7. Whereas, 43% in sample of adolescence children of both illiterate parents have shown poor social development in rural area of Puducherry.

### **FINDING FROM HYPOTHESES:**

*The following hypotheses framed for the study were accepted, they are:-*

- 1) There is no significant difference between ‘social development’ of adolescent boys and adolescent girls in rural area of Puducherry.
- 2) There is no significant difference between ‘social development’ in adolescence of Other Backward caste and adolescence of Scheduled caste in rural area of Puducherry.
- 3) There is no significant difference between ‘social development’ in adolescence of both literate parents and adolescence of both illiterate parents in rural area of Puducherry.
- 4) There is no significant difference between ‘social development’ in adolescence of both literate parents and adolescence of single literate parents in rural area of Puducherry.
- 5) There is no significant difference between ‘social development’ in adolescence of both illiterate parents and adolescence of single literate parents in rural area of Puducherry.

### **SUGGESTIONS:**

- 1) For the further study the sample size have to be increased.
- 2) The study has to be conducted by including more sub-samples.
- 3) The number of the items in the questionnaire has to be increased through proper pilot study with the help of the expert advice.

### **CONCLUSION:**

Social skills allow people to succeed not only in their social lives, but also in their academic, personal, and future professional activities. The present study “Social Development of Adolescence in rural area of Puducherry” reveals that there is social development in overall adolescence, among the sub-samples - Boys, children of both literate parents and children of single literate parents have social development and the rest of the sub-samples like Girls, Adolescence of Other backward caste, Adolescence of Schedule caste and Children of both illiterate parents have poor social development. But the difference in social development between sub-samples is minimal. Thus this study suggests the school administrations in that area have to focus in developing social development among students.

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