

Impact of personal variables on social maturity skills of the adolescence

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ARTICLE INFO :

Received : 19.03.2012
Revised : 08.08.2012
Accepted : 09.09.2012

KEY WORDS :

Social maturity skills, Adolescent, Age, gender, Differences in adolescents

HOW TO CITE THIS ARTICLE :

Gautam, Neetu Singh and Punia, Shakuntla (2012). Impact of personal variables on social maturity skills of the adolescence, *Adv. Res. J. Soc. Sci.*, 3 (2) : 121 - 124.

ABSTRACT

The present study aimed at studying the differences in social maturity of adolescent against personal variables. The study was conducted on a sample of 300 adolescents studying in 8th and 9th standards randomly selected from government and private schools. Rao Social Maturity Scale (RSMS) developed by Nalini Rao (1998) was used to measure the social maturity in adolescents. Results revealed that there was non-significant difference in the social maturity of adolescents against age, gender, and ordinal position except in interpersonal adequacy.

INTRODUCTION

The concept of social maturity which is used synonymous with socialization is evolved as an integrated model of biological, psychological and sociological rethinking. At the biological context, the aspect of maturity is considered as an end product of growth and is specifically marked by the capacity for survival. Speaking from a sociological point of view, person defines maturity as "attributes that lead to the survival of the social system. Maturity thus assumes the role of an end product of socialization and is one that determining how an individual should shape to the societal requirements".

Now-a-days social maturity has become an important aspect for successful social adjustment in the developing society. It is the social maturity which helps the person to adjust himself at home and community. It was found that high risk behaviour predicted more serious outcomes as violence, substance abuse, unwanted teen pregnancy, depression and some forms of psychopathology. These high-risk behaviours include physical and verbal aggression, inability to wait and cope with frustration, lack of empathy, social withdrawal and poor peer relationships (Parker and Asher, 1987).

Social maturity implies the well developed awareness, deep and clear understanding of the social heritage and appreciation of the value of social cautions, manners and more of the rules that govern social behaviour of the rights of others and of his own responsibilities as a member of a social group. Children who as toddlers were particularly socially inhibited, during initial phase of peer interaction showed a significantly stronger pattern of shy and inhibited behaviour. Kumra (1994) studied gender differences in social competence in rural and urban children. Results showed that rural and urban children exhibited non-significant differences in social competence on the basis of gender. Booth *et al.* (1998) concluded that best friend as a member of one's emotional support network was not related to security, but was positively related to social competence. Anulekha (2001) concluded that girls were better in social concern, leadership, communication, self-awareness, and interpersonal relationship whereas, boys were better in self-confident.

Frigeria *et al.* (2002) reported that the differences in social maturity of children were significantly associated with culture of the children. However, if children are not able to attain the skills necessary at each stage, they will fail to progress. Children

who have difficulty or are unable to appropriately socialize with peers often experience peer rejection, which places them at further risk for problems in the future. Children and adolescents with social problem are at risk of developing negative outcomes later in life. This study therefore was planned to assess the impact of personal variables on social maturity skills in adolescent with the specific objective to assess the impact of personal variables on social maturity of adolescents.

METHODS

The sample for the study consisted of adolescents in the age group of 13-14 years. For selecting the sample, thirty schools of Hisar city from Haryana state *i.e.* 15 government and 15 private schools were randomly selected. From each school, 5 boys and 5 girls were selected using proportionate random sampling technique. Hence, from all the 30 selected schools, 150 boys and 150 girls (300 samples) were included in the study. Rao Social Maturity Scale (RSMS) developed by Nalini Rao (1998) was used to measure the social maturity in adolescents. This test has three dimensions with nine sub aspects of social maturity *viz.*, personal adequacy, interpersonal adequacy and social adequacy. The social maturity scale was administered to the respondents in groups in the regular classroom situation.

The maximum possible score of this scale is 360 and minimum score is 90. The scale has 90 statements, 30 each for personal, interpersonal and social adequacy. Each statement has four response category *i.e.* strong disagreement, agreement and strong agreement. Scoring pattern was reverse for negative statement. There are only 23 positive items and others are negative items.

The data for independent and dependent variable were

collected in group situation and for analysis statistical techniques such as Z-test, mean, standard deviation (SD), and F-test (ANOVA, DUNCAN) multiple range test were applied to find out the significance differences between means.

OBSERVATIONS AND ANALYSIS

The difference in social maturity skills and its sub-domains on the basis of gender have been explained in Table 1. The data revealed non-significant differences in over all social maturity skills and its sub-domains on the basis of gender. Comparatively, the girls were observed to be slightly better than that of the boys for their social maturity. Table further highlights significant differences in sub-aspect of interpersonal adequacy skills *i.e.* communication ($Z=2.41^*$), enlightened trust ($Z=2.14^*$) and cooperation ($Z=2.92^*$) at 5 per cent level of significance on the basis of gender, but only one sub-aspect of social adequacy skills *i.e.* social commitment showed significant difference ($Z=2.22^*$). This might be due to the fact that girls are more matured than boys of the same group due to our social set up. Gender role socialization practices differ for boys and girls such as girls are expected to be submissive, nurturing, sensitive, expressive and act as more matured adults where as boys are expected to be active and aggressive. Hence, social maturity is slightly high for girls and boys had moderate level of social maturity. Reddy and Reddy (2001) also revealed that girls were more intense in intra family interactions, personal interactions and extra personal interactions as compared to boys. They were not seen to discriminate between family members, close friends and others in interpersonal interaction. Mishra (2004) reported that the parental encouragement had a positive and significant effect on self-concept in case of girls.

The results presented in Table 2 show non-significant

Sr. No.	Social maturity and its domains	Gender	Male (n ₁ = 150) (X,±SD)	Female (n ₂ =150) (X,±SD)	'Z' value
*	Over all social maturity		241.97±26.28	246.25±27.96	1.37
1.	Personal adequacy		79.48±12.70	80.29±14.92	0.50
	Work orientation		32.52±6.45	32.89±7.72	0.45
	Self direction		25.92±6.42	26.28±7.48	0.44
	Ability to take stress		20.98±5.24	21.12±5.51	0.23
2.	Interpersonal adequacy		81.43±10.87	83.12±12.86	1.23
	Communication		34.2±6.07	32.38±6.99	2.41*
	Enlightened trust		26.30±5.67	27.86±6.85	2.14*
	Cooperation		20.96±6.13	22.86±5.04	2.92*
3.	Social adequacy		81.08±12.33	82.48±12.13	0.98
	Social commitment		31.67±7.22	33.41±6.27	2.22*
	Social tolerance		27.40±6.39	27.50±6.07	0.148
	Openness to change		21.67±5.53	21.9±5.51	0.380

* indicates significance of value at P=0.05

Table 2: Mean differences in social maturity skills on the basis of age (n=300)

Sr. No.	Social maturity and its domains	Age	13 years<14 years (n=150) (X,±SD)	14years<15 years (n=150) (X,±SD)	'Z' value
*	Over all social maturity		244.8±26.31	243.62±27.78	0.37
1.	Personal adequacy		79.97±13.90	79.82±13.82	0.09
	Work orientation		32.73±6.96	32.69±7.22	0.058
	Self-direction		26.14 ±7.12	27.50±6.46	0.085
	Ability to take stress		21.15 ±5.33	20.98±5.41	0.266
2.	Interpersonal adequacy		82.46±11.74	82.16±12.07	0.21
	Communication		32.67±5.89	33.7±7.00	1.39
	Enlightened trust		27.52±6.79	26.78±5.99	0.97
	Cooperation		22.51±5.28	21.74±5.95	0.62
3.	Social adequacy		82.20±12.19	81.50±12.29	0.48
	Social commitment		32.60±6.80	32.49±6.83	0.134
	Social tolerance		27.8±5.81	27.22±6.47	0.826
	Openness to change		21.93±5.32	21.70±5.66	0.35

differences in the social maturity and its sub-domains on the basis of age of the respondents. However, according to the mean values, respondents between 13 to 14 years age group were better in their social maturity and its sub-domains viz., social maturity (X =244.81±26.31), personal adequacy (X =79.97±13.90), interpersonal adequacy (X =82.46±11.74) and social adequacy (X =82.20±12.19) against the respondents of the 14 to 15 years age group. This is because as the child attains the higher age, he undergoes radical changes and it is natural that his social development also undergoes some change and is affected by various factors such as interests, needs, feeling of insecurity, values, attitude, responsibilities view point etc. When the mean scores are compared within the groups, no significant difference was found.

The results related to mean differences in social maturity of the respondents on the basis of ordinal position of child are presented in Table 3. The data revealed non-significant differences in all the domains of social maturity, indicating no impact of child's birth sequences on social maturity skills of respondents. Further, mean score comparison highlighted that the first born children were high for personal adequacy (X =80.58 ± 14.71), social adequacy (X =82.74 ± 12.56), and social

maturity skills (X =245.82 ± 28.59), except interpersonal adequacy (X =83.45 ± 10.67) skills that was high for second born children. Kumari (2007) concluded that social maturity was significantly related to birth order of child in rural areas ($\chi^2=5.59^*$) but not related to birth order of child in urban areas. Social attribute was not significantly related to birth order of child in rural areas ($\chi^2=0.98$) but significantly related to birth order of child in urban areas ($\chi^2=4.00^*$).

Conclusion:

The girls were observed to be slightly better than that of the boys for their social maturity. There was non-significant difference in the social maturity and its sub-domains on the basis of age of the respondents. Non-significant difference existed in all the domains of social maturity, indicating no impact of child's birth sequences on social maturity skills of respondents. The reason which can be thought of for these results may be that the extent to which positive environment is provided. The reasons reported were that the parents were authoritarian in their parenting style, hence imposing more restriction on children, leading to moderate social maturity.

Table 3 : Mean differences in social maturity skills on the basis of ordinal position (n=300)

Sr. No.	Social maturity and its domains	Ordinal position	I st born child (n=110) (X, ± SD)	II nd born child (n=100) (X, ± SD)	III rd born child (n=90) (X, ± SD)
*	Over all social maturity		245.82 ^a ±28.59	245.59 ^a ±25.84	240.32 ^a ±26.72
1.	Personal adequacy		80.58 ^a ± 14.71	80.06 ^a ± 13.59	78.83 ^a ±13.06
2.	Interpersonal adequacy		82.35 ^a ± 13.08	83.45 ^a ± 10.67	80.86 ^a ±11.71
3.	Social adequacy		82.74 ^a ±12.56	81.96 ^a ±11.41	80.40 ^a ±12.70

Note: Means with different superscripts differ significantly at 5% level of significance

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