

# Assessment of social maturity of the adolescent girls of rural and urban areas

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## ABSTRACT

The term adolescent comes from Latin word "adolescere" which means to "grow at maturity". A socially matured person is well accepted by the peers as well as society. So an adolescent has to be socially matured. Thus, the social maturity has various aspects of social abilities as self-sufficiency, occupational activities, communication self-direction and social participation. The social maturity as a term is used commonly in two ways. Firstly, in reference to the behaviour that conforms to the standards and expectations of the adults and secondly in reference to the behaviour that is appropriate to the age of the individual under observation. A comparative study of social maturity of adolescent girls in rural and urban areas was undertaken with the objectives to assess social maturity of adolescent girls and to compare the social maturity of rural and urban adolescent girls. One hundred twenty adolescent girls between age group of 13-16 years from two rural and two urban schools were selected randomly. A Dr. Nalini Rao's Social Maturity Scale was used for to assess social maturity. Sadashiva (2006) studies on the Adolescent period is a time of considerable changes in all aspects of functioning. There are three aspects of significant concern during adolescence viz., social, educational and nutritional. Significant differences were found between rural and urban adolescents with respect to development of personality traits such as self-concept and self-esteem, individual capacities, tender mindedness, shrewdness and internal restraint.

## INTRODUCTION

Examined the social maturity of rural and urban adolescent girls. The sample comprised of 120 adolescent girls of which 60 girls from rural and 60 from urban area of age range between 12-18 years. Dr. Nalini Rao's social maturity scale was used to assess the social maturity. The results revealed that socio-personal and socio-economic factors are directly related to social maturity

of adolescent girls of both urban and rural areas. The results of the above study revealed that the socio-economic status of the family will help in developing the social maturity.

It has been –some recognized that today's women and tomorrow's mother is yesterday's girls child and that it is her healthy development *i.e.* social physical intellectual. The status of today's girls child and tomorrow's women and mother but also the quality of

life of the families and of the generation to come. Sokhey *et al.* (2000) studied the relation between the socio-metric status and social maturity on 60 students (9-10 years). Vineland social maturity scale was used to assess the social maturity and socio-metric test of Moreno (1934) was used to assess the socio-metric status of the students. The results showed that there was no significant relationship found with social maturity and socio-metric status both in males and females. Singh *et al.* (1994). This paper examines the relationship between rural socialization and hunting participation. Rural upbringings fostered an increase in hunting primarily when the socialization relationship between agent and target was unlikely to do so and when participation was consistent with gender norms: rural males whose fathers did not hunt were more likely to hunt than urban males whose fathers did not. In no other cases did rural upbringings result in an increased propensity for hunting. We suggest that broad statements about the cultural significance of hunting to rural life be made more cautiously, with the effects of other variables taken into account.

Social maturity is important component of the personality which decides successful adjustment of an individual in later life. The experience that the adolescent girl gets from the family decides the future adjustment of adolescent girl within society and her peer group which eventually reflects the social maturity of adolescent girls. Looking at the importance of social adjustment rural and urban adolescent girls and the difference in their maturity level and related background information economic factor the present study. "A comparative study of social maturity of adolescent girls in rural and urban U.P." Fukuzawa and Letendre (2001) reported that young adolescent in Japanese middle schools, focusing on the dynamics of school, family and social life and explores the change from child to adolescent that taken place in the middle school years. Adolescent deal with school, academic pressure social maturation, social hierarchy, personality, and the development of gender identity. Botcheva (2002) stated that the adolescents reported decline in the optimism, relative stability of depression and problem behaviour because of the improvement in the social maturity.

Dalal and Mishra (2002) revealed that socio-cultural factors were important correlates of identity style of Indian adolescents. Thomas (2002) stated that parental support facilitates adolescent's feeling of psychological

well-being, give them confidence and leads generally to social and academic competence.

## MATERIAL AND METHODS

### **Selection of the sample:**

The Kanpur District of Uttar Pradesh was purposively selected as the locale of the study. A list of different zones that exist in Kanpur nagar was obtained from Kanpur Nagar Nigam office. There are total six zone in Kanpur. One of the zone *i.e.* zone six was selected purposively. The nearby block *i.e.* Kalyanpur Block was selected for rural area and Zone third Govind Nagar was selected in urban area. The sample comprised of 120 respondents, 60 adolescent girls from the rural area and 60 adolescent girls from the urban selected for the study.

### **Rao's social maturity scale :**

This test was constructed by the Dr. Nalini Rao's. 90 close ended questions were there in this test. For which responded were asked to select one option only. The options were agree /disagree /strongly disagree /strongly agree Social maturity A socially well matured person is characterized by awareness of his role in the group; desire to keep pace in social life, sense of fair play, considerate treatment of others, willingness to be a non-conformist.

### **Components of social maturity :**

#### *Personal adequacy:*

Personal adequacy of a person is characterized by work orientation, self-direction and the ability to take stress.

#### *Interpersonal adequacy :*

Interpersonally adequate person is one who possesses good communication skills; enlightened trust and co-operation with others.

#### *Socially adequacy:*

Socially adequate person is one who will be socially committed, socially tolerant and openness to the change in the society.

## OBSERVATIONS AND ANALYSIS

Table 1 indicates that in the sub dimension of personal adequacy the highest mean score was found in the area of work orientation in both rural and urban adolescent

girls the values were 28.30 and 31.60, respectively. In interpersonal dimension the highest mean score were found in the area of communication with values 29.80 and 32.71 for rural and urban adolescent girls, respectively. In third dimension of social maturity scale was social adequacy in this dimension the highest mean scores were in the area of social commitment with values 30.03 and 33.11 for both rural and urban adolescent girls, respectively. In all the nine areas of social maturity mean values of urban adolescent girls were higher than rural adolescent girls. In other calculation calculated 'z' value 1.29 between rural and urban adolescent girls in the area of enlightened trust was found non-significance. Except this values for other areas were 3.26 for work orientation, 3.57 self-direction, 2.66 ability to take stress, 3.37 communication, 2.30 co-operation, 4.00 social commitment, 2.96 social tolerance, 3.11 openness to change and all were found significant at 0.5 per cent level of significance. Sokhey *et al.* (2000) studied the relation between the socio-metric status and social maturity on 60 students (9-10 years). Vineland social maturity sale was used to assess the social maturity and socio-metric test of Moreno (1934) was used to assess

the socio-metric status of the students. The results showed that there was no significant relationship found with social maturity and socio-metric status both in males and females.

Table 2 indicates that in all the sub dimension of the social maturity the highest mean score was found in the area of social adequacy 75.56 in rural adolescent girls and 82.05 in urban adolescent girls followed by interpersonal adequacy with the mean score 74.75 rural adolescent girls and 80.16 urban adolescent girl. The least scores was found in the area of personal adequacy the scores 67.46 and 75.16 rural adolescent girls and urban adolescent girls, respectively. Level of significance between rural and urban adolescent girls calculated 'z' value of total social maturity was 3.53 and in the area of personal adequacy 'z' value was found 4.08 significant at 0.5 per cent level of significance. In other areas of significant between rural and urban adolescent girls calculated 'z' value of interpersonal adequacy 2.41 and social adequacy 2.95 (sub dimension of social maturity) was found significance at the 0.5 per cent level of significance.

Hurlock and Elizabeth (1981). Family relationship

Sr. No.	Nine areas of three dimension of social maturity	Rural		Urban		'z' test
		Mean	S.D	Mean	S.D	
<b>Personal adequacy</b>						
1.	Work orientation	28.30	5.97	31.60	5.09	3.26*
2.	Self-direction	22.21	5.07	25.18	3.97	3.57*
3.	Ability to take stress	17.11	3.22	18.90	4.09	2.66*
<b>Interpersonal adequacy</b>						
4.	Communication	29.80	4.57	32.71	4.88	3.37*
5.	Enlightened trust	24.95	5.00	26.11	4.83	1.29
6.	Co-operation	20.88	3.94	22.40	3.26	2.30*
<b>Social adequacy</b>						
7.	Social commitment	30.03	4.606	33.11	3.78	4.00*
8.	Social tolerance	24.88	3.74	28.23	7.90	2.96*
9.	Openness to change	23.86	3.42	21.73	4.05	3.11*

Table value 1.96 \*indicates significance of value at P=0.05

Sr. No.	Sub-dimension	Rural		Urban		'z' test
		Mean	S.D	Mean	S.D	
1.	Personal adequacy	67.46	11.79	75.61	9.98	4.08*
2.	Interpersonal adequacy	74.75	12.41	80.16	12.16	2.41*
3.	Social adequacy	75.56	10.41	82.05	13.46	2.95*
4.	Total social maturity score	221.21	26.52	238.30	26.39	3.53*

Table value 1.96 \*indicates significance of value at P=0.05

affects social adjustment outside the home. When the family relationship are favourable, social adjustment to people outside the home are better than when family relationship are stressful. Goldsmith *et al.* (1994) suggested that nurturing communication during social maturity encounters fosters a sense of security and self-confidence a secure attachment, and positive working models of relationship with other. Sadashiva (2006) studies on the Adolescent period is a time of considerable changes in all aspects of functioning. There are three aspects of significant concern during adolescence *viz.*, social, educational and nutritional. Significant differences were found between rural and urban adolescents with respect to development of personality traits such as self-concept and self-esteem, individual capacities, tender mindedness, shrewdness and internal restraint. Risk taking behaviour was more common in urban adolescents and academic underachievement was more common in rural adolescents. There were no significant differences between the two groups with respect to home/college environment, safety at home/college, relationships with parents, siblings and friends. A variety of attitudes were observed in adolescents of rural and urban colleges. Risk-taking behaviour was more common in urban adolescents because of high peer pressure, curiosity and more exposure to mass media. Academic underachievement in rural set-up was because of lack of facilities and motivation (Lata Subhash, 2012). The present study is aimed at studying the Social Maturity among Higher Secondary School Students and to see the gender and locale differences between the students from Arts, Commerce and Science Discipline. The study was conducted over a sample of 300 (150 boys and 150 girls belonging to urban (150) and rural (150) area) Higher Secondary Students studying in 11th class from Arts (50 students), Commerce (50 students) and Science (50 students) discipline in different schools of Navapur Tehsil. Dr. Nalini Rao's Social Maturity Scale was used to measure Social Maturity of the selected sample. The result reported that the Female students are highly Social Matured than their counterparts as well as the students belonging to rural area are seems to be highly Social Matured than the students from urban area. No significant differences were observed between the students from Arts, Commerce and Science discipline, all they are equal on the basis of Social Maturity.

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