



Influence of Personal Characteristics on Social Maturity of Urban and Rural High School Students

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ABSTRACT

Adolescence is the stage of development which produces a number of social problems for a person. These problems arise out of adolescent adjustment with social group. A study was conducted to examine the influence of personal characteristics on social maturity of urban and rural high school students. About 240 students each from urban and rural areas were drawn from Dharwad taluk of Karnataka. Twenty students were taken from 8th, 9th and 10th class randomly for the study. Social maturity of students was assessed by using social maturity scale by Rao (2000). On analysis, results revealed that, majority of the urban and rural high school students showed moderate behavior followed by matured behavior. Overall, social maturity was higher for urban students than for rural students. With regard to gender, majority of urban boys and girls had moderate behavior on social maturity and in rural area, majority of boys had matured behavior on social maturity. Girls from both urban and rural area reported significantly higher social maturity when compared to boys. Majority 10th standard students in urban area reported higher social maturity compared to other grades. First borns had matured behavior on social maturity in both urban and rural areas. Study results indicate that, students should be given with more opportunities and exposure to develop social maturity from the childhood. There is need to provide equal opportunities, privileges, care and importance given, for every child. It is important to make them realize that, family members are responsible to shape their children's developmental patterns.

Keywords: Social maturity, Personal characteristics, High school students

INTRODUCTION

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (Macmillan Dictionary, 2010). Adolescence is associated with notable

changes. Adolescence is the stage of development which produces a number of social problems for a person. These problems arise out of adolescent adjustment with social group.

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The social group expects him to be socially matured when he becomes an adolescent by establishing more mature relationship with age mates to achieve socially responsible behavior, develop intellectual skills and concepts necessary for civil competence and achieves a more autonomous state. Thus, the social maturation allows detailed perception of social environment that help adolescent to influence the social circumstances and develop social patterns of social behavior. A young child can be accepted if he is socially immature but not the adolescent. An immature adolescent creates problems with his family, peer group and society so it is necessary for adolescent to acquire more mature pattern of behavior to be accepted by society and to be socially matured. The social maturity has various aspects of social abilities as self sufficiency, occupational activities, communication, self-direction and social participation.

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In some aspects of development, maturity of development in terms of structure and function comes of fairly in early age, whereas in others it comes later. Development depends upon the maturation and learning which is concerned with the force, inside as well as outside of the individual. So a person who has characteristics of awareness of his roles in the group desire to keep pace in social life, sense of fair play, considerate about the treatment of others, willingness to be a non-conformist etc. may be called as a socially matured person. The sensitive side of dealing with the adolescent social maturity is that, the society/culture of behavior to particular situation which is taught from the childhood. Hence, the study was conducted to know the

social maturity among urban and rural high school students and to know the influence of personal characteristics such as gender, class of the student, ordinal position and type of school on social maturity of urban and rural high school students.

MATERIALS AND METHODS

Research Design: Differential design is used to study the social maturity of urban and rural high school students. Correlation design is used to study the relation between social maturity and personal characteristics such as gender, class of the students, ordinal position and type of school of urban and rural high school students of Dharwad taluk.

Population and Sample

There were total 98 high schools in urban locality and 188 high schools in rural locality of Dharwad taluk. About 4 per cent of 98 urban schools (four schools: 2 govt, 2 private aided) and 2 per cent of 188 rural schools (four schools: 2 govt, 2 private aided) were randomly selected for the study who were willing to participate and extend co-operation for the study. For the present study, the sample comprised of 480 high school students (240 boys and 240 girls) studying in 8th, 9th and 10th classes of schools (government and private aided) situated in urban and rural localities of Dharwad taluk. The selected were explained about the questionnaire so as to seek their honest answers. Four visits were made to get necessary information for all questionnaires. The filled questionnaires were collected and the doubts were cleared on the spot by the interviewer.

Tools used for assessment

General information schedule: The schedule was used to collect personal information such as gender, class of the students, ordinal position and type of school.

Social maturity scale (Rao, 2000): Social maturity scale developed by Rao (2000) was used. This has 90 items with three main subscales namely personal adequacy, interpersonal adequacy and social adequacy. In each component there are 3 sub components.

- Personal adequacy: this dimension comprise of work orientation, self direction, ability to take stress.
- Inter personal adequacy: this dimension comprise of communication, enlightened trust, cooperation
- Social adequacy: this dimension comprise of social commitment, social tolerance and openness to change for.

It has 4 point rating scale having options of strongly agree, agree disagree, strongly disagree with a score of 4,3,2,1 respectively for positive items and reverse scoring for negative items, the total score ranges from 90 to 360, based on the total score, the respondents are classified into categories,

Interpretation of scores:

Scores	Category
90-120	Immature behavior
121-240	Moderate maturity
241-360	Matured behavior

Statistical analysis: Chi-square analysis was used to know the association among personal characteristics and social maturity of high school students, t-test and one-way ANOVA was used to compare the personal characteristics on social maturity of high school students.

RESULTS AND DISCUSSION

Social maturity of high school students:

Results related to association and comparison of social maturity among urban and rural high school students were presented and discussed in table 1

Association between social maturity and locality of high school students

The results on social maturity of high school students of urban and rural area are presented in table 1. In urban area, it was found that majority (72%) of students were in moderate behavior followed by matured (28%) behavior of social maturity. In rural area, majority (56.6%) of students were found in moderate behavior of social maturity and 43.3 per cent

of students were found under matured behavior of social maturity. None of the student fell in immature behavior of social maturity in both urban and rural area. On statistical analysis, 'chi square' value ($\chi^2=12.436$) showed significant association between social maturity and locality of students. Similar results also reported by Athanimath & Yenagi (2011) Lawrence and Jesudoss (2011), who revealed that, most of the students posses moderate behavior on social maturity. This may be because of the expanding experiences in the wider social circles of the family develop readiness for mature adjustments. Adolescents learn to associate and anticipate the events which constitute in his/her life. Gradually the social processes going on around him penetrate his consciousness and engage his interest until he puts forth effort to become a part of them. Thus he/she moves around maturity by engaging in social activities he becomes aware of himself, of the regard with others have for him, of social approval and disapproval of a person who are related to his well being.

Comparison of mean scores of components of social maturity by locality of high school students

The results in the table 2 indicate the mean score of social maturity for urban and rural high school students which were found to be 237.91 and 232.17 respectively. On statistical analysis 't' value (4.15) was found to be significant at 0.01 per cent level.

The comparison of mean scores on components of social maturity reveals that, on statistical analysis, 't' test values revealed that, out of nine components of social maturity, five components namely, self direction ($t=3.39$), communication ($t=2.88$), enlightened trust ($t=2.10$), social commitment ($t=6.37$) and openness to change ($t=4.84$) were showing significant differences between urban and rural high school students. These results are in line with results of the studies conducted by Hooda (2015) and Alam (2016), who revealed that, adolescents from urban areas posses better social maturity than rural adolescents. The high social maturity of urban student may be

due the fact that, in urban setting, environment is calm and congenial which enhances the feeling of social efficiency, personal adequacy, interpersonal relationships, etc. in comparison to rural settings. The schools and colleges situated in urban areas offer more extracurricular activities that enhances their social maturity and the student belonging to these areas are more socially mature than rural ones. All these factors make difference in social maturity of student of urban-rural areas.

Influence of personal characteristics on social maturity of urban and rural high school students: Results related to social maturity and gender, social maturity and class of the student, social maturity and ordinal position, social maturity and type of school are presented and discussed from table 3 to 6.

Association between gender and social maturity of urban and rural high school students

Results presented in table 3 and 3.a reveals that, in urban locality majority of boys were showing moderate behavior (81.7%) followed by matured behavior (18.3%) of social maturity. It was found that, majority of the urban girls were in category of moderate behavior (62.5%) followed by matured behavior (37.5%) of social maturity. The 'chi square' analysis showed highly significant association ($\chi^2=10.95$) between the gender and social maturity. On analysis, t-test also showed highly significant difference between boys and girls indicating that the mean scores of girls (246.6) were significantly higher than the boys (228.9) on social maturity.

In rural area, majority of boys (70.8%) were possessing matured behavior followed by moderate (29.2%) behavior on social maturity. Among girls, it was found that, majority (84.2%) were in moderate behavior and 15.8 per cent of girls were in matured behavior on social maturity. The 'chi square' analysis showed highly significant association ($\chi^2=10.88$) between gender and social maturity. 't' test also showed significant difference between boys and girls indicating that the mean scores of girls (235.2) were significantly higher than the boys (228.1) on social maturity.

Similar results were found by Singh et al. (2013), Choudhary & Madhuri (2014) and Gautam & Punia (2012) that, for 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. In the present study, rural boys were showing more matured behavior than girls. Similar results quoted by Pan (2014), who revealed that, the fact that boys are more self confident, self directional, have more exposure, are expected to have more ability to work, problem solving skills, which may have contributed to be more socially matured than girls. Boys have good adjustment capacity which gives self satisfaction, emotional balance and confidence which encourage them for open ended thinking, motivate them for future success, and improve their attachment with the society than female counterparts.

Association between class of the students and social maturity of urban and rural high school students

From table 4 and 4.a, it can be seen that, majority (90%) of 8th standard students in urban area were found under moderate behavior followed by matured behavior (10%) of social maturity. Majority (81.2%) of students from 9th standard were found under moderate behavior followed by matured (18.8%) behavior. Among 10th standard students, 55 per cent of students were showing matured behavior followed by moderate behavior (45%) on social maturity. The statistical analysis showed highly significant association ($\chi^2=45.26$) between class of the student and social maturity. 't' test also showed highly significant difference between class of the student and social maturity indicating that the mean scores of 10th standard students (246.1) were significantly higher than the 8th standard and 9th standard students (232.5 and 235.1 respectively) on social maturity.

In rural area, among 8th standard, majority (57.5%) of students were found under moderate behavior followed by matured behavior (42.5%) on social maturity. Majority (61.2%) of students from 9th standard were found under moderate behavior followed by matured (38.8%) behavior. Among 10th standard students, 51.2 per cent of students were showing moderate behavior followed by matured behavior (38.6%) on social maturity. The statistical analysis showed non significant association and mean difference between class of the student and social maturity.

Similar results by Gautum & Punia (2012) & Puniya (2015) who showed that, the social maturity increases with age of an individual. This ability help to function in an appropriately responsible manner while understanding the social rules and norms in a given culture and the ability to use that knowledge effectively. It enhances the ability to tolerate and adjust to frustration with stress while attaining tolerant outlook, a satisfactory life philosophy that enables to satisfy physical as well as psychological needs. In rural area, class of the student did not associate with social maturity in rural area. The probable reason behind this may be, the environment setting; family environment and peer relation in rural set up influence them to be equally socially mature.

Association between ordinal position and social maturity of urban and rural high school students

From table 5 and 5.a, it can be noticed that, in urban locality, 58.8 per cent of first borns were showing matured behavior followed by moderate behavior (41.2%) of social maturity. About 80.1 per cent of later borns were in moderately matured followed by matured behavior (19.6%). Significant association ($\chi^2=30.74$) was found between the ordinal position of urban students and social maturity. 't'test also showed highly significant difference between first borns and later borns indicating that the mean scores of first borns (254.3) were significantly higher than the later borns (233.4) on social maturity.

In case of rural students, 61.4 per cent of first borns were showing moderate behavior followed by matured behavior (38.6%) of social maturity. About 54.7 per cent of later borns were found in moderately matured followed by matured behavior (45.3%). On statistical analysis, the association and mean differences was found between to be non significant between ordinal position and social maturity. Similar results were reported by Gautam & Puniya (2012), the possible attributed reason may be that a child with younger siblings will experience his family differently than the younger child. The first child usually receives more parental attention and become more matured, confident and determined than the later borns. Later born children work hard to become the centre of attention as they have to compete older siblings. But in rural students, ordinal position did not show association with social maturity.

Association between type of school and social maturity of urban and rural high school students

Results related to association between type of school and social maturity of students are presented in table 6 and 6.a. In urban locality, 73.3 per cent of students from government schools were showing moderate behavior followed by matured behavior (26.7%) of social maturity. About 70.8 per cent of students from private/aided schools were showing moderate behavior followed by matured behavior (29.2%) of social maturity. Association between type of school of students and social maturity was found to be non significant on statistical analysis. But 't'test showed highly significant difference between government and private aided school indicating that the mean scores of private aided school students was high (241.2) than government school students (234.6).

In case of rural locality, 59.2 per cent of students from government schools were showing moderate behavior followed by matured behavior (40.8%) of social maturity. About 54.2 per cent of students from private/aided schools were showing moderate behavior followed by matured behavior

(45.8%) of social maturity. Non significant association was found between the type of school of students and social maturity on statistical analysis. On 'chi square' analysis, the results were found to be non significant, but for mean difference, significant difference was found where, mean scores of private aided school students was high (236.9) than government school students (227.4).

Type of school was not associated with social maturity of both urban and rural high school students, it might be because, in both urban and rural area, better quality of education and availability of facilities, opportunities and exposure to test their intellect and utilize their talents which help them in better in social development.

Table 1: Association between social maturity and locality of high school students

N=480

Level of social maturity (score range)	Urban (n=240)		Rural (n=240)		Total		χ^2 value
	n	%	n	%	n	%	
Immature behavior (90-120)	-	-	-	-	-	-	12.43**
Moderate behavior (121-240)	173	72.0	136	56.6	309	64.4	
Matured behavior (241-360)	67	28.0	104	43.3	171	35.6	

** significance at 0.01 level

Table 2: Comparison of mean scores of components of social maturity by locality of high school students

N=480

Social maturity		Urban (n=240)		Rural (n=240)		t-value
Dimensions	Components (score range)	Mean	SD	Mean	SD	
Personal adequacy	Work orientation (12-48)	28.30	3.27	28.68	3.54	1.243
	Self direction (10-40)	22.69	3.01	21.65	2.81	3.93**
	Ability to take stress (8-32)	16.75	2.53	17.19	2.77	1.80
Interpersonal adequacy	Communication (12-48)	33.15	3.38	32.20	3.82	2.88**
	Enlightened trust (10-40)	27.84	3.04	27.23	3.33	2.10*
	Cooperation (8-32)	21.66	3.03	21.52	2.74	0.521
Social adequacy	Social commitment (12-48)	35.98	3.76	33.92	3.31	6.37**
	Social tolerance (10-40)	27.47	3.61	27.14	3.26	1.04
	Openness to change (8-32)	24.04	3.43	22.61	3.00	4.84**
Total (90-360)		237.91	15.5	232.17	14.70	4.15**

* Significance at 0.05 level ** significance at 0.01 level

Table 3: Association between social maturity and gender of urban and rural high school students

N=480

Gender	Social maturity Urban (240)				Total		χ^2 value	Social maturity Rural (240)				Total		χ^2 value
	Moderate behaviour		Matured behaviour					Moderate behaviour		Matured behaviour				
	n	%	n	%	n	%		n	%	n	%	n	%	
Boys	98	81.7	22	18.3	120	100	10.95**	35	29.2	85	70.8	120	100	73.91**
Girls	75	62.5	45	37.5	120	100		101	84.2	19	15.8	120	100	

** significance at 0.01 level

Table 3. a: Comparison of mean scores of social maturity by gender of urban and rural high school students

N=480

Gender	Social maturity Urban (240)		Social maturity Rural (240)	
	Mean ± SD	t value	Mean ± SD	t value
Boys	228.9 ± 13.6	10.88**	228.1 ± 13.2	4.03**
Girls	246.6 ± 11.7		235.2 ± 15.1	

** significance at 0.01 level

Table 4: Association between social maturity and class of the students of urban and rural high school students

N=480

Class	Social maturity Urban (240)				Total		χ^2 value	Social maturity Rural (240)				Total		χ^2 value
	Moderate behaviour		Matured behaviour					Moderate behaviour		Matured behaviour				
	n	%	n	%	n	%		n	%	n	%	n	%	
8 th std	72	90.0	8	10.0	80	100	45.26**	46	57.5	34	42.5	80	100	1.66
9 th std	65	81.2	15	18.8	80	100		49	61.2	31	38.8	80	100	
10 th std	36	45.0	44	55.0	80	100		41	51.2	39	48.8	80	100	

** significance at 0.01 level

Table 4. a: Comparison of mean scores of social maturity by class of the students of urban and rural high school students

N=480

Class	Social maturity Urban (240)			Social maturity Rural (240)		
	Mean ± SD	f value		Mean ± SD	f value	
8 th std	232.5 ± 13.7	20.09** CD=3.41		234.3 ± 16.3	1.27	
9 th std	235.1 ± 12.6			231.3 ± 13.2		
10 th std	246.1 ± 16.7			230.9 ± 14.2		

** significance at 0.01 level

Table 5: Association between social maturity and ordinal position of urban and rural high school students

N=480

Ordinal position	Social maturity Urban (240)				Total		χ^2 value	Social maturity Rural (240)				Total		χ^2 value
	Moderate behaviour		Matured behaviour					Moderate behaviour		Matured behaviour				
	n	%	n	%	n	%		n	%	n	%	n	%	
First born	21	41.2	30	58.8	51	100	30.74**	43	61.4	27	38.6	70	100	0.91
Later born	152	80.4	37	19.6	189	100		93	54.7	77	45.3	170	100	

** significance at 0.01 level

Table 5. a: Comparison of mean scores of social maturity by ordinal position of urban and rural high school students

N=480

Ordinal position	Social maturity Urban (240)		Social maturity Rural (240)	
	Mean ± SD	t value	Mean ± SD	t value
First born	254.3 ± 9.01	10.17**	235.4 ± 16.6	2.22*
Later born	233.4 ± 13.8		230.8 ± 13.6	

** significance at 0.01 level

Table 6: Association between social maturity and type of school of urban and rural high school students

N=480

Type of school	Social maturity Urban (240)				Total		χ^2 value	Social maturity Rural (240)				Total		χ^2 value
	Moderate behaviour		Matured behaviour					Moderate behaviour		Matured behaviour				
	n	%	n	%	n	%		n	%	n	%	n	%	
Govt	88	73.3	32	26.7	120	100	0.18	71	59.2	49	40.8	120	100	0.61
Private /aided	85	70.8	35	29.2	120	100		65	54.2	55	45.8	120	100	

Table 6 a: Comparison of mean scores of social maturity by type of school of urban and rural high school students

N=480

Type of school	Social maturity Urban (240)		Social maturity Rural (240)	
	Mean \pm SD	t value	Mean \pm SD	t value
Govt	234.6 \pm 15.5	3.36**	227.4 \pm 11.2	5.25**
Private /aided	241.2 \pm 14.8		236.9 \pm 16.2	

** significance at 0.01 level

CONCLUSION

Majority of the urban and rural high school students showed moderate behavior followed by matured behavior. Urban students were high on five components namely; self direction, communication, enlightened trust, social commitment and openness to change. Overall, social maturity was higher for urban students than for rural students. With regard to gender, majority of urban boys and girls had moderate behavior on social maturity and in rural area, majority of boys had matured behavior on social maturity. Girls from both urban and rural area reported significantly higher social maturity when compared to boys. Majority 10th standard students in urban area reported higher social maturity compared to other grades. First borns had matured behavior on social maturity in both urban and rural areas.

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