



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

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ABSTRACT

Adolescence is a social process. The relationship an adolescent shares with his parent and family is most important in defining his ability to mature socially. A study was conducted to examine the influence of parental and familial 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) and socio-economic status was assessed through Socio-economic status scale by Aggarwal et al., (2005). On analysis, results revealed that, majority of the urban and rural high school students showed moderate behavior on social maturity. Overall, social maturity was higher for urban students than for rural students. Mother's education and occupation had significant association with social maturity of rural students, whose mothers had higher education and self employed reported higher social maturity. The nuclear and joint families of urban students had significant association on social maturity, where students from both nuclear and joint family had moderate behavior on social maturity. There was impact of socio-economic status on social maturity of urban students, where students with higher SES had higher social maturity.

Keywords: Social maturity, Parental and familial characteristics, High school students

INTRODUCTION

Education means the process of getting knowledge, developing the sources of knowledge and enhanced reasoning power which improve the qualities of prospective citizen of the society (Ara, 2012). The first determinant, which is the first and most important bed to nurture children, is the educational level of parents. Parenting is not an easy task. Parents who offer an encouraging

environment for their offspring are rewarded when as adults their offspring realize a successful fit into the society. Effective parenting facilitates to construct and develop positive behaviours (Naik & Saimons, 2014). Adolescence is a social and emotional process. The relationship an adolescent shares with his parent is most important in defining his ability to mature socially.

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Adolescents need trusting and caring relationships to get success in school and life. Adolescents desire autonomy, independence, and time with peers, but at the same time, they continue to rely on guidance from parents (Joseph, 2012). Social maturity is a term used commonly with reference to the behaviour that conform to the principles and hopes of the adults and with reference to the behaviour that is suitable to the age of the individual under observation and young adult ought to learn to deal with their escalating social space and necessarily accomplish certain degree of social maturity toward off deviances.

In the first couple years, children's brains are like sponges and they absorb in everything nearby. Thus, what they absorb from their parents in the first couple years of their lives will influence children for the rest of their lives. As are the parents so are the offspring. The education that children get is very much dependent on the educational level of their parents. It has been identified that the literacy of parents strongly influences the education of their children (Gratz, 2006). It is because, 'parents who have gone beyond a high school education are assessed to be more involved with their offspring than those who did not finish high school. The unmanaged stress in the lives of less educated parents interferes in their ability and opportunity to interact with the child (Sclafani, 2004).

Today's adolescents are vital to society because they are our future. They hold the key to change. Hence, a successful future lies in their hands. They must be tackled by parents efficiently because they are the backbone of society. Their social maturity has to be developed in the family. Social maturity is a crucial component for today's youth as they are becoming more dependent on technologies, hence, self-centered and selfish. They require to be more socialized. Boosting social maturity is one essential parenting principle that offers child with a significant set of social skills that rises the probability that he or she will relish a prosperous life (Naik & Saimons, 2014). Most of successful and well-adjusted children belong to those families

where parental attitudes are favorable and a wholesome bond existed between parents and children (Aeri & Jain 2010).

Social maturity is an imperative facet of adolescent's life because he is to mature in an adult and no society can accept socially immature individuals. Teaching of how to work together successfully, how to question what is in front of them, and how to be catalysts of change, become foremost when we talk of socially mature adolescents. This training starts from what they receive in the first few years of their lives and with what they learn from their parents. Therefore, making them socially mature becomes the primary duty of parents. Hence, the study was conducted to know the social maturity among urban and rural high school students and to know the influence of parental characteristics such as parental education and occupation on social maturity of urban and rural high school students and to study the influence of familial characteristics such as type of family, size of family and socio economic status 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 parental and familial characteristics of urban and rural high school students.

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

Socio economic status (Aggarwal et al. 2005): This tool was developed by Aggarwal

et al. (2005). It consist of 22 statements which assess parent's education, occupation, location, type of family, number of children, possessions of agricultural land, domestic animals and social status of the family. The scores are given four different dimensions and added to obtain total scores. It can be classified as:

Total score	SES Classification
>75	Upper higher
61-75	High
46-60	Upper middle
31- 45	Lower middle
16-30	Poor
<15	Very poor

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 behaviour
121-240	Moderate maturity
241-360	Matured behaviour

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

RESULTS AND DISCUSSION

Social maturity of high school students:

Results related to association 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 and Yenagi (2011) Lawrence and Jesudoss (2011), who revealed that, most of the students possess 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.

Influence of parental characteristics on social maturity of urban and rural high school students: Results related to social maturity and parental education, social maturity and parental occupation are presented and discussed from table 2 to table 5.

Association between parental education and social maturity

An examination of table 2 and 2.a, with regard to father's education reveals that, in urban locality, majority (70.3%) of students whose fathers with less than primary education were under moderate behavior and 29.7 per cent of students were under matured behavior on social maturity. About 75.4 per cent of students, whose fathers were educated up to

primary to 10th standard, were showing moderate behavior followed by matured behavior (24.6%) on social maturity. Among the students whose fathers were having education more than 10th standard, 60.9 per cent of students were showing moderate behavior of social maturity and 39.1 per cent of students were showing matured behavior of social maturity. The statistical analysis showed non significant association and mean differences between the father's education and social maturity in urban locality.

In rural area, among students with fathers having education less than primary, 57.3 per cent of students were under moderate behavior and remaining 42.7 per cent of students were under matured behavior of social maturity. Among students whose fathers were having education up to primary to 10th standard, 55.7 per cent of students were under moderate behavior followed by matured behavior (44.3%). Among those students with father's education above 10th standard, it was found that, more than half of students had moderate behavior (57.6%) followed matured behavior (42.4%) on social maturity. However on 'chi square' analysis, no significant association was found, but, mean differences was found to be significant, where, mean scores of students with their father's education up to primary to 10th standard (235.4) was higher than less than primary (230.9) and above 10th standard (226.6) education.

The results presented in table 3 and 3.a, shows that, mother's education in urban locality, students with mothers having education less than primary, 75.2 per cent of students were in moderate behavior and 24.8 per cent of students were under matured behavior on social maturity. Among the students whose mothers education was up to primary to 10th standard, majority (73%) of students were showing moderate behavior and 27 per cent of students were showing matured behavior on social maturity. With mother's education more than 10th standard, 55.2 per cent of students were showing moderate behavior and 44.8 per cent of students were showing matured behavior on social maturity.

The statistical analysis revealed, non significant association and mean differences between mother's education and social maturity of urban students.

In the rural locality, it was found that, among those students with mother's education less than primary 53.2 per cent of students found to be under moderate behavior followed by matured behavior (46.8%) on social maturity. Among the students whose mothers education from primary to 10th standard of education, majority (67.1%) of students were under matured behavior and 32.9 per cent of students were under moderate behavior of social maturity. Among the students whose mother's education above 10th standard, 40.9 per cent of students were showing moderate behavior and 59.1 per cent of students were showing matured behavior on social maturity. The 'chi square' ($\chi^2= 6.38$) analysis revealed, significant association between mother's education and social maturity in rural students, mean differences was found to be significant, where, mean scores of students with their mother's education up to primary to 10th standard (235.3) was higher than less than primary (230.1) and above 10th standard (229.8) education.

Students of higher educated mothers had significantly better social maturity than those students with lower educated mothers. This shows that mother's education rather than father's education is important factor where mothers with higher education would lead a more satisfactory life and generally provide congenial home environment for the overall development of children. Similar results quoted by Pant and Singh (2017), who revealed that, better mother's education enables them to have the knowledge of the developmental needs and tasks of the children. They try to provide facilities to their children according to their changing needs. This may have promoted better social maturity

Association between parental occupation and social maturity

An examination of table 4 and 4.a, with regard to father's occupation reveals that, in urban area, among students whose fathers were

working in government sector, majority (70.4%) of them were in moderate behavior followed by matured behavior (28.6%) of social maturity. With regard to students with fathers working in private sector it was found that, 71.3 per cent of them were showing moderate behavior and 28.7 per cent of students were found under matured behavior of social maturity. Among students whose fathers were self-employed, majorities (72.8%) of them were found under moderate behavior and 27.2 per cent of students were found under matured behavior of social maturity. 'Chi square' analysis showed non significant association between father's occupation and social maturity, but significant mean differences was found, where, mean scores of students with father occupation in government sector was higher (247.1) than private sector (235.8) and self employed (238.5).

In rural area, among those students whose fathers were government employees, 55.6 per cent of students were showing moderate behavior followed by matured behavior (44.4%) on social maturity. Among students, whose fathers were working in private sector, majority (53%) of them were showing moderate behavior and 47 per cent of students were under matured behavior of social maturity. Among those students whose fathers were self-employed, 62.2 per cent of them were showing moderate behavior and 37.8 per cent of students were showing matured behavior on social maturity. Statistical analysis revealed non significant association and mean differences between father's occupation and social maturity in rural locality.

Results related to mother's occupation results in table 5 and 5.a, revealed that, in urban area, majority (60%) of students whose mothers working in government sector were found under moderate behavior followed by matured behavior (40%) on social maturity. With respect to mothers working in private sector majority (75.5%) of students were found under moderate behavior followed by matured behavior (24.5%) on social maturity. Among those students whose mothers were

self employed/ housewife, 66.7 per cent of students were found under moderate behavior and remaining 33.3 per cent were showing matured behavior on social maturity. Statistical analysis revealed non significant association and mean differences between mother's occupation and social maturity

In rural area, among those students whose mother's occupation in government sector, 57.1 per cent of them were showing moderate behavior followed by matured behavior (42.9%) on social maturity. In case of mothers working in private sector, more than half (60.1%) of students were showing moderate behavior followed by matured behavior (39.9%) on social maturity. With regard to mothers who were self employed/housewife, it was found that, 50.5% of students were showing moderate behavior and 49.5 per cent of students were showing matured behavior on social maturity. Statistical analysis showed significant results ($\chi^2= 7.15$) between mothers education and social maturity in rural area, but, mean differences was not found to be significant.

Students with parents working in private sector had moderate behavior on social maturity which might be due to lack of time for parents working in government and private sector and they work on shift basis which might become difficult for them spend time with students. However, students whose mothers were self employed/housewives had better social maturity than those mothers working in private sector because housewives have enough time to know about their children, teach them social norms and regulation etc., which leads to better social maturity.

Influence of familial characteristics on social maturity of urban and rural high school students: Results related to social maturity and type of family, social maturity and size of family, social maturity and socio-economic status are presented and discussed in table 5 and table 5.a.

Association between social maturity and type of family

Results presented in table 6 and 6.a reveals that, in urban locality, majority (76.8%) of

students belonging to nuclear families were found under moderate behavior followed by matured behavior (23.3%) on social maturity. In case of joint families, 56.4 per cent of students were found under moderate behavior and 43.6 per cent of them were showing matured behavior on social maturity. On statistical analysis, significant association ($\chi^2=8.76$) was found between type of family and social maturity in urban students, but, mean differences was not found to be significant.

In rural locality, 56.1 per cent of the students from nuclear families were showing moderate behavior and 43.9 per cent of them were showing matured behavior of social maturity. Among students who were belonged to joint families, 58.3 per cent of them were found under moderate behavior and 41.7 per cent of students were showing matured behavior on social maturity. The statistical analysis showed non significant association and mean differences between type of family and social maturity in rural students.

This result is in line with Singh et al. (2014), this might be due to joint family gives an environment where an individual ethics and thought process form a good shape. Grandparents play a special role in teaching children ground rules about how to treat others. Children growing under grandparent's supervision have a balanced set of mind with regard to behavior such as, obedience, sacrifice, selflessness, sympathy, and other important values. In rural area, there was no association found between type of family and social maturity. This appears due to their lifestyle and pattern of living.

Association between social maturity and size of family

Results from the same table revealed that, in urban locality, majority (72.5%) of students who belonged to small sized families were found to have moderate behavior followed by matured behavior (27.5%) on social maturity. With regard to students from medium sized families, 70.6 per cent of them were showing moderate behavior followed by moderate behavior (29.4%) on social maturity. The

statistical analysis showed non significant association and mean differences between size of family and social maturity in urban students.

In rural locality, 53.7 per cent of students from small sized families were found to have moderate behavior followed by matured behavior (46.3%) on social maturity. In case of students who belonged to medium sized families, 59.1 per cent of them were showing moderate behavior and 40.9 per cent were showing matured behavior on social maturity. The statistical analysis showed non significant association and mean differences between size of family and social maturity in rural students.

There was a non significant association between size of family and social maturity of urban and rural high school students. This might be because, students spend most of their time in school and with peers, engaging in social media, societal activities, mass media which might have influenced to be equal on social maturity.

Association between social maturity and socio-economic status

A perusal of table 6 and 6.a reveals that, in urban locality, majority (69.6%) of students who were belonged to high socio-economic status showed moderate level and 30.4 per cent of them showed matured behavior on social maturity. Students who were belonged to upper high class, 66.7 per cent of them were found under moderate behavior followed by matured behavior (33.3%) of social maturity. Among those students belonged lower middle class, majority (81.2%) of them were showing

moderate behavior and 18.8 per cent of students were showing matured behavior of social maturity. The 'chi square' ($\chi^2=5.49$) analysis revealed a significant association between socio-economic status of families on social maturity, 't' test showed that, mean score of students with high socio-economic status (241.6) was higher than upper middle (239.4) and lower middle (234.4) socio-economic status. Similar results quoted by Singh *et al.* (2014), who revealed that, adolescents from higher and upper middle class family were significantly more personally adequate than lower socio-economic class. Parents from high socio-economic status category are usually educated well, positioned in better jobs and have better knowledge when compared to those from lower socio-economic status families, which in turn leads to better social maturity development.

In rural locality, majority (57.1%) of students belonged to high socio-economic status were showing moderate level of behavior followed by 42.9 per cent were showing matured behavior on social maturity. With respect students belonged to upper high class, 54.8 per cent of them were found to be under moderate behavior followed by matured behavior (45.2%) of social maturity. Among those students belonged lower middle class, majority (57.9%) were showing moderate behavior and 42.1 per cent were showing matured behavior of social maturity. The statistical analysis revealed a non significant association and mean differences between socio-economic status of families on social maturity in rural locality.

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: Association between fathers’ education and social maturity of urban and rural high school students

N=480

Fathers’ education	Social maturity Urban (240)						χ^2 value	Social maturity Rural (240)						χ^2 value
	Moderate behaviour		Matured behaviour		Total			Moderate behaviour		Matured behaviour		Total		
	n	%	n	%	n	%		n	%	n	%	n	%	
<primary	64	70.3	27	29.7	91	100	2.26	63	57.3	47	42.7	110	100	0.06
Primary – 10 th std	95	75.4	31	24.6	126	100		54	55.7	43	44.3	97	100	
>10 th std	14	60.9	9	39.1	23	100		19	57.6	14	42.4	33	100	

Table 2.a: Comparison of mean scores of social maturity by fathers’ education of urban and rural high school students

N=480

Fathers’ education	Social maturity Urban (240)		Social maturity Rural (240)	
	Mean ± SD	F value	Mean ± SD	F value
<primary	237.4 ± 13.9	0.62	230.9 ± 13.8	5.35** CD=3.39
Primary – 10 th std	237.6 ± 16.2		235.4 ± 16.2	
>10 th std	241.3 ± 17.9		226.6 ± 10.1	

** significance at 0.01 level

Table 3: Association between mothers’ education and social maturity of urban and rural high school students

N=480

Mothers’ education	Social maturity Urban (240)						χ^2 value	Social maturity Rural (240)						χ^2 value
	Moderate behaviour		Matured behaviour		Total			Moderate behaviour		Matured behaviour		Total		
	n	%	n	%	n	%		n	%	n	%	n	%	
<primary	103	75.2	34	24.8	137	100	4.80	74	53.2	65	46.8	139	100	6.38*
Primary – 10 th std	54	73.0	20	27.0	74	100		53	67.1	26	32.9	79	100	
>10 th std	16	55.2	13	44.8	29	100		9	40.9	13	59.1	22	100	

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

N=480

Mothers’ education	Social maturity Urban (240)		Social maturity Rural (240)	
	Mean ± SD	F value	Mean ± SD	F value
<primary	237.5 ± 15.1	0.28	230.1 ± 15.1	2.90* CD=2.60
Primary – 10 th std	237.8 ± 15.2		235.3 ± 14.3	
>10 th std	239.9 ± 18.5		229.8 ± 11.7	

** significance at 0.01 level

Table 4: Association between fathers’ occupation and social maturity of urban and rural high school students

N=480

Fathers’ occupation	Social maturity Urban (240)						χ^2 value	Social maturity Rural (240)						χ^2 value
	Moderate behaviour		Matured behaviour		Total			Moderate behaviour		Matured behaviour		Total		
	n	%	n	%	n	%		n	%	n	%	n	%	
Service in govt sector	10	71.4	4	28.6	14	100	0.06	10	55.6	8	44.4	18	100	1.85
Service in private sector	72	71.3	29	28.7	101	100		70	53.0	62	47.0	132	100	
Self-employment	91	72.8	34	27.2	125	100		56	62.2	34	37.8	90	100	

Table 4.a: Comparison of mean scores of social maturity by fathers’ occupation of urban and rural high school students

N=480

Fathers’ occupation	Social maturity Urban (240)		Social maturity Rural (240)	
	Mean ± SD	F value	Mean ± SD	F value
Service in govt sector	247.1 ± 11.8	3.53* CD=2.74	230.4 ± 9.51	0.54
Service in private sector	235.8 ± 15.5		233.1 ± 15.9	
Self- employment	238.5 ± 15.6		231.2 ± 13.6	

** significance at 0.01 level

Table 5: Association between mothers’ occupation and social maturity of urban and rural high school students

N=480

Mothers’ occupation	Social maturity Urban (240)						χ ² value	Social maturity Rural (240)						χ ² value
	Moderate behaviour		Matured behaviour		Total			Moderate behaviour		Matured behaviour		Total		
	n	%	n	%	n	%		n	%	n	%	n	%	
Service in govt sector	6	60.0	4	40.0	10	100	2.71	4	57.1	3	42.9	7	100	7.15*
Service in private sector	117	75.5	38	24.5	155	100		89	60.1	59	39.9	148	100	
Self- employment	50	66.7	25	33.3	75	100		43	50.5	42	49.5	85	100	

* significance at 0.05level

Table 5.a: Comparison of mean scores of social maturity by mothers’ occupation of urban and rural high school students

N=480

Mothers’ occupation	Social maturity Urban (240)		Social maturity Rural (240)	
	Mean ± SD	F value	Mean ± SD	F value
Service in govt sector	239.4 ± 16.1	0.44	230.8 ± 16.9	1.77
Service in private sector	237.2 ± 15.2		232.8.8 ± 14.5	
Self- employment	239.1 ± 16.2		231.1 ± 19.9	

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

N=480

Familial characteristics		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	%			
Type of family	Nuclear	142	76.8	43	23.3	185	100	8.76**	101	56.1	79	43.9	180	100	0.09
	Joint	31	56.4	24	43.6	55	100		35	58.3	25	41.7	60	100	
Size of family	Small	137	72.5	52	27.5	189	100	0.07	58	53.7	50	46.3	108	100	0.70
	Medium	36	70.6	15	29.4	51	100		78	59.1	54	40.9	132	100	
Socio economic status	High	16	69.6	7	30.4	23	100	5.49*	4	57.1	3	42.9	7	100	0.28
	Upper middle	88	66.7	44	33.3	132	100		51	54.8	42	45.2	93	100	
	Lower middle	69	81.2	16	18.8	85	100		81	57.9	59	42.1	140	100	

* Significance at 0.05 level, ** Significance at 0.01 level

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

N=480

Familial characteristics		Social maturity Urban (240)		Social maturity Rural (240)	
		Mean ± SD	t/f value	Mean ± SD	t/f value
Type of family	Nuclear	237.7 ± 15.2	0.35	232.9 ± 14.7	1.46
	Joint	238.5 ± 16.7		229.7 ± 14.5	
Size of family	Small	238.5 ± 15.6	1.25	231.8 ± 14.7	0.29
	Medium	235.4 ± 14.9		232.4 ± 14.7	
Socio economic status	High	241.6 ± 16.7	3.52* CD=2.74	235.5 ± 15.1	0.65
	Upper middle	239.4 ± 15.8		233.2 ± 12.3	
	Lower middle	234.4 ± 14.2		231.3 ± 16.1	

*Significance at 0.05 level

CONCLUSION

Mother's education and occupation had significant association with social maturity of rural students, whose mothers had higher education and self employed reported higher social maturity. The nuclear and joint families of urban students had significant association on social maturity, where students from both nuclear and joint family had moderate behavior on social maturity. There was impact of socio-economic status on social maturity of urban students, where students with higher SES had higher social maturity.

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