Study on Social Maturity of the Adolescent College Students in Colleges at Tiruchirappalli

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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. The social group expects the individuals 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 autonomy. 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. The researcher adopted descriptive research design, as the study focused on describing the characteristics of the population. The Researcher used 'Multi Stage Random Sampling' method (Bryman, A., 2004) to draw 300 respondents as samples from the universe. Social Maturity Scale by Dr.Nalini Rao (1986) was administered to study the level of social maturity and its influence on the gender, age and their achievement motivation of the respondents. The statistical analysis gives the inference that gender has a significant difference with overall social maturity and achievement motivation has a significant relation with overall social maturity of the respondents, while age has no significant relations with overall social maturity of the respondents. The researcher suggests few measures to enhance and mitigate certain ways to accommodate the desired social maturity of that particular that was reflected in full paper.

Keywords: Social maturity, Adolescent College Students, Achievement Motivation.

1. Introduction

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. The social group expects the individuals 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.

2. Review of Literature

2.1.1. Gender Difference in Social Maturity

Ritu Singh, et al., (2014), It is evident from the study that gender differences do exist in social and emotional maturity of adolescents. However, these gender differences can be attributed to the variations in socialization process of both genders than to the inherent genetic character. Moreover, the difference is not so massive that it cannot be subdued. Even if gender differences do exist in various spheres of life and even if inherent natural instincts cannot be overlooked, an effort can be made to create an environment for adolescents of both sexes to give equal opportunities and freedom to perform the duties of the society and nation without gender biasness.

2.1.2. Social Maturity and Academic Achievement

Thukral, et al., (2010) made a study on a social maturity and academic achievement of high school students. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4 urban and 4 rural) affiliated to CBSE, New Delhi. In his study, he found that existed - significant relationship between social maturity and academic achievement of high school student's competence & metacognitive skills of the students studying in secondary schools. And concludes that education brings about considerable changes in the individual relating to his physical, intellectual and emotional conditions. It becomes the responsibility of everyone concerned with education to prevent failure and wastage and ensure proper academic achievement and success on the part of students. Academic achievement is considered to be a composite criterion and not a unitary one.

3. Statement of the Problem

Adolescents are meant, "To grow", "To buildup" emotionally and socially. Though they are little in representing the world's population, they are the visible group perhaps. Because they highlight some of the ways, in which

our society is changing. Though sciences have proven through the adolescent period they will not have a fully matured brain, one cannot leave the scenes and crimes committed as biological innocence. Not all the Brain maturing adolescents were engaged in risky behavior or act in a seemingly reckless manner. The researcher's concern is what a society or so called second home(academic institution) or the legal systems can do to streamline this age group that is 17-24 years while they are shelled in and out, feathered and withered with social and emotional immaturity. Concerning this point, the researcher selected the academic institution to hunt the flocks of adolescents and there by linking the family too to identify the cause behind if any immaturity prevails. The real drive for this study is to mitigate the sadistic and masochistic way of behaving when failed emotionally and brutally harming the society if hurt, bringing total shame and screen down for college and family. Graphing the above scene as back groomed of the problem the research have proceeded further.

3.1.1. Scope and Significance of the Study

The present study focuses on the middle and the late adolescent students doing their UG and PG courses in colleges of Tiruchirappalli district. This study quite enormously studied in the nearest past, the researcher aimed to focus on a different lens and select only a few flavors of the adolescent's psychological and sociological domain mainly emotional and social maturity through which the achievement motivation level is measure under the purview of different parenting styles.   In general, this study will be significant and relevant in the following ways.

1.An awakening material for psychiatric social worker/clinical social work practitioners.

2. An ultimate search for educational policy makers, heads of academic institutions, parents and family as a whole to understand the extent of seriousness if the adolescent issues if not checked in time.

3. The study of this kind will help parents and teachers in tracking their fellow adolescent child and students neither to stumble nor to stuck up in risk/problem behavior or becoming an antisocial element.

4. This book in a final touch will hand over a reading material of guidance/ manual for social workers, parents, peers and adolescent themselves a new insight against social media.

5. The researcher prepares the study in a manner to sensitize the family of each adolescent to rework on their parenting style.

3.1.2. Aim and Objectives of the Study

1. To elucidate the social maturity level of the respondents
2. To assess the difference between the male and the female respondents in the social maturity score.
3. To study the relation between Age and the overall social maturity of the students
4. To infer the relation between the overall social maturity and the overall level of achievement motivation of the students
5. To suggest suitable measures to enhance the social maturity of the adolescent students for a positive outcomes.

3.1.3 Research Design

The researcher adopted descriptive research design as the study focused on describing the characteristics of the population.

3.1.4.Universe of the study

All the 23 colleges of Aided Autonomous Arts and Science college of Tiruchirappalli city constituted the Universe. The researcher selected 3 college of Aided Autonomous Arts and Science college of Tiruchirappalli city were selected by simple Random Samplings (Lottery method)

3.1.5. Sampling Procedure and Size

The Researcher applied *'multi Stage Random Sampling' (Bryman,A.,2004)* to draw the samples for Quantitative Data from the universe. Using the inclusion criteria, all the II UG,III UG and I PG Arts and Science College of Aided Autonomous exclusive boys and girls college, and coeducation college pertaining to the Tiruchirappalli city limit were extracted . 27 respondents were selected by 'Purposive Sampling 'method that was used to collect qualitative data.

A Total of 300 Samples were selected for the quantitative data by the following stages

Stage1

The researcher identified 23 aided autonomous arts and Science College in Tiruchirappalli city of which three aided autonomous arts and Science College were selected by simple random sampling (Lottery Method)

Stage 2

The three colleges constitute exclusive boys college and exclusive women college and coeducation colleges of arts and science aided and autonomous college in Tiruchirappalli city. A list comprising all the II UG and III UG and I PG both the arts and science of aided section were sorted out.

Stage 3

Sorted list of students belonging to II UG, III UG, and I PG of arts and science program of three chosen colleges were used to derive 100 respondents from each college. So 300 samples were arrived using simple random method.

3.1.6.Tools of Data Collection:

1. Socio Demographic data of the respondents were collected using self-prepared questionnaire

2. Social Maturity Scale (90 items)-0.79 reliability-*Dr.Nalini Rao (1986)*

4. Analysis and Interpretation

S. No.	Level of social maturity	No. of Respondents (n:300)	Percentage
A)	**Personal adequacy**		
a	Level of work orientation		
1.	Low	164	54.7
2.	High	136	45.3
b	Level of self direction		
1.	Low	183	61.0
2.	High	117	39.0
c	Level of ability to take stress		
1.	Low	174	58.0
2.	High	126	42.0
B)	Inter personal adequacy		
a	Level of communication		
1.	Low	166	55.3
2.	High	134	44.7
b	Level of enlightened trust		
1.	Low	165	55.0
2.	High	135	45.0
c	Level of co-operation		
1.	Low	168	56.0
2	High	132	44.0
C)	Social adequacy		
a	Level of social commitment		
1.	Low	159	53.0
2.	High	141	47.0
b	Level of social tolerance		
1.	Low	189	63.0
2.	High	111	37.0
c	Level of openness to change		
1.	Low	153	51.0
2.	High	147	49.0
D)	Level of overall social maturity		
1.	Low	163	55.3
2.	High	137	45.3

Table -01: Distribution of Respondents based on the Level of Social Maturity

The given table explains the distribution of respondents based on the level of social maturity.   Pertaining to the overall l social maturity of the respondents, more than half of the respondents, (55.3%) were low level of social maturity. Singh et al. (2007) reported that social maturity maintains the health and well-beings of adolescent, which influences them to a good feeling of being loved, valued and belongingness. 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. Anand A.K., et al, (2014) in their study points out the reasons of shattered social maturity among the adolescent students, that peer group plays a vital role in social maturity of adolescent and other factors also affecting social maturity of adolescents were family, and the individual personality. Thus, the mentioned studies have reported disturbances n the social maturity and the factors that influencing the same.

S. No	Variable	Correlation Value	Statistical Inference
1.	Age and overall social maturity	-0.053	**P>0.05** Not Significant

Table -02 Karl Pearson's Coefficient of Correlation between the Respondent's Age and Various Dimensions of Social Maturity

The Karl Pearson correlation table explains the possible relation between age and the social maturity concerning the dimension. It has been proved statistically that age has no significant relation with social maturity scores and its dimension but in interpersonal adequacy age is highly correlated negatively with level of cooperation. Logically discussing the result, as age matures the individual's cooperation or coping with the social and emotional development internally or externally will appear as matured adulthood, either in a constructive perspective or for a contextual perspective.

S. No	GENDER	$\overline{\mathbf{x}}$	S.D	STATISTICAL INFERENCE
A)	**Personal adequacy**			
a	Level of work orientation			
1.	Male	33.30	6.009	Z = 1.308
2.	Female	34.18	5.480	P>0.05
				Not Significant
b	Level of self direction			
1.	Male	26.41	4.982	Z = 0.467
2.	Female	26.67	4.638	P>0.05
				Not Significant
c	Level of ability to take stress			
1.	Male	22.58	3.990	Z = 3.004
2.	Female	21.11	4.455	P<0.01
				Significant
B)	Inter personal adequacy			
a	Level of communication			
1.	Male	36.90	5.633	Z = 2.604
2.	Female	38.72	6.414	P<0.05
				Significant
b	Level of enlightened trust			
1.	Male	29.12	3.761	Z = 3.398
2.	Female	30.78	4.679	P<0.01
				Significant
c	Level of cooperation			
1.	Male	23.11	3.824	Z =2.734
2.	Female	24.31	3.663	P>0.05
				Not Significant
C)	Social adequacy			
a	Level of social commitment			
1.	Male	37.08	4.475	Z = 2.734
2.	Female	39.32	3.830	P<0.05
				Significant
b	Level of social tolerance			
1.	Male	30.86	4.174	Z = 2.993
2.	Female	32.33	4.314	P<0.05
				Significant
c	Level of openness to change			
1.	Male	25.64	4.159	Z = 7.016
2.	Female	29.08	4.308	P<0.01
				Significant
D	Level of overall social maturity			
1.	Male	265.00	20.846	Z = 4.581
2.	Female	276.49	22.505	P<0.01
				Significant

Table -03 Z Test between Male and Female Respondents with Regard to Various Dimensions of Social Maturity

The given results statistically explain that there is significant difference between the gender and the overall social maturity score. Ramalingam, P. and P. Mani (2009) studied the social maturity of 404 students and found that there is a significant difference between   the social maturity of boys and girls. Statistically proven results with regard to the dimensions explains that work orientation and self-direction has no significant difference between the gender, but the ability to take stress reveals a very high significant difference between the gender. Thus from the present study it can be concluded that, high social maturity will help in enhancing interpersonal adequacy. As age, advances there will be an increase in the level of depression among the students. Higher parental involvement and high-income level of the family will help in reducing the level of inadequacies among the students.

S. No	Overall Social Maturity	Correlation Value	Statistical Inference
	Overall Achievement Motivation	0.148*	P < 0.05 Significant

* 0.05 level of significance;   ** 0.01 level of significance

Table-04 Inter correlation between Overall Social Maturity and the Overall Achievement Motivation Scale

The table statistically proves that there is significant relation between overall social maturity and the overall achievement motivation. The foundation of socialization, which is laid during the childhood, plays an important role in social maturation, social learning and social adjustment. Encouraging social maturity is positive stimulus as it provides child with an important set of social skills that increases the likelihood that he or she will enjoy a rich, meaningful, and successful life. Getting valid evidences through the above researches, the present finding is strengthened to say that there is a significant relation between social maturity and parenting styles.

5. Suggestions

➢ It is especially important to try and reconnect for a few minutes after separations.
➢ Include some type of regular physical activity such as a walk or bike ride around the neighborhood.
➢ Seek ways for your child to play with other children of the same age rather clicking with adults of more age
➢ Make sure they are watched by a trusted adult ultimately giving a feel of support and not a feel of being watched
➢ Read talk or see issues and common affairs with your child every day as part of a special family routine.
➢ Parents should watch along with older children and try to put the right spin on what their children are seeing. Young children should not be exposed to violence on TV, including on the news.
➢ Make time for a routine that includes regular family meals when parents and children can sit and talk about their day together. Play the "high-low" game by taking turns sharing the best and not-so-good parts of the day
➢ Parents are their child's first and most important teachers, and what they do can be much more important than what they say.
➢ Be especially careful of criticizing teachers or other trusted adults in front of the child. Set limits for your child around safety, regard for others, and household rules and routines that are important to you.
➢ Do not give in, but do quickly forgive. Do not hold a grudge for past mistakes. Encourage learning from mistakes so that they do not happen again.
➢ Teach your child to ask for help and identify who can help her when she needs it. Find opportunities to show her how to ask for help.
➢ Everyone experiences anger and stress! Help your child to find acceptable ways of working through these feelings. It is okay to be mad but never okay to hit or destroy property.
➢ Listen to and respect your child.
➢ Remind your child that he or she can always come to you to discuss concerns, fears, and thoughts. Calmly discuss the issues and talk to your child's pediatrician with any concerns you might have as a result.
➢ As growing kid , one of the greatest things we can do for our children is to make them feel good about themselves and to equip them with a wide repertoire of positive coping strategies. They learn these strategies best when they see them modeled by the important adults in their lives.

6. Discussion and Conclusion

Present study is an attempt in the direction of finding a significant relationship between social maturity various demographic parameters namely gender, age and the achievement motivation of adolescent students. It found that social maturity and age of the respondents are not related. And in this study, gender plays a significant relationship in developing social maturity. It indicates that excessive control, over protectiveness and strictly, punishment to the adolescent by family prevents development of social maturity of adolescent. To keep students isolated from the society affects inversely their social maturity. This study concluded that social maturity of adolescents would be higher when they perceive their home environment and academic centers as loving, demanding, nurturing and permissive. At the same time, it perceives lower when home environment and academic institution are perceived as controlling, punishing, and depriving. So, it is argued that social maturity can be improved by providing conducive and favorable environment to adolescents. It is always very important for the society to give them such type of environment in which they can improve their actions and behavior to make their own future and can add peace and success to the society.

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