A STUDY OF SOCIAL MATURITY IN RELATION TO VOCATIONAL MATURITY: GENDER-WISE COMPARISON OF STUDENTS

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Abstract

Adolescence is the period of change in various maturities which in later life are responsible for the success or failure of a person in different fields. Social Maturity and Vocational Maturity are two important factors in their social well-being as well as in correct selection of their career at appropriate age. Therefore, the present study aimed to know the social maturity among students of Higher secondary school and of adolescent stage. The correlation between two important maturities that are Vocational and Social is also analysed in the study. It also aimed to check social maturity with reference to gender and type of subjects. A Comprehensive Social Maturity Scale (SMS) by Mr. R.P. Srivastava (1983) was used to collect data from respondents. The sample constituted total 300school students, out of which 150 were selected randomly from Home Science subject group, 150 students from vocational educational stream at +2 level of education. T- test for difference and correlation analysis for studying relation between two variables are used. The data was scored and analysed as per the manual. 'F' test was being calculated. The result showed that, 1. There is no significant difference in the mean score of social maturity among the boys and girls college students. 2. There is no significant difference in the mean score of social maturity among the students of Home Science and vocational education stream, & 3. There is no significant difference in the interactive effect of the mean scores of social maturities with regards to the gender and their subjects (stream) of study.

Key words: Social Maturity, Vocational Maturity, Vocational stream

Introduction

Social Maturity means acquisition of the ability to behave in accordance with social expectations. Social Maturity begins when the social development is completed. Attainment of Social Maturity begins at the age of adolescence when socialization process is at its peak. Adolescents have to face the problems which are brought about by the environmental factors like school atmosphere, family atmosphere, peer group relationship and gang influence, etc. The unhealthy atmosphere of one's family, school and the poor peer group relationship cast bad influence upon the social behaviour of the adolescents. According to Hurlock (1978), Becoming socialized involves three processes which, although they are separate and distinct, are so closely interrelated that failure in one of them will lower the individual's level of socialization. These three processes are:

- Learning to behave in socially approved ways: Every social group has its standards of what is approved behaviour for its members. To become socialized, children must not only know what this approved behaviour is, but they must also model their own behaviour along the approved lines.

- Playing approved social roles: Every social group has its own patterns of customary behaviour that are carefully defined and are expected by members of group. These are approved roles, for parents and children, and for teachers and pupils.

- Development of social attitudes: To become socialized, children must like people and social activities. If they do, they will make good social adjustments and be accepted as members of the social group with which they are identified.

The school is the second family in the student's life where all social development is there. The family is its shelter to the student and on the other hand, the school is the resort of his future life, where he progresses for his future life. Society has given birth to schools for their own needs. In addition to the overall development of the students, the students play an important role in the preservation of society and the development of society. People living in society have to follow the rules and regulations of society. Schools inform school about those customs, rituals, different customs and values. So, John Dewey was rightly said that "the school is miniature of society." A secondary school is both an organization that provides secondary education and where this place is available. The school plays an important role in a student's development as spent most of the time studying in their school, involving extracurricular activities. School is an organization that contributes to the overall educational and socialism process directed towards the development of a student's personality.

Children are socially immature, and nobody wants them to stay that way as they grow into adults. In fact, a great deal of the difficulty involved in being a good parent can be expressed simply as the struggle to figure out what are the best methods to use, what are the proper decisions to make to help children find their way to become mature adults.Social immaturity in adults is both a societal problem and also a personal problem for affected individuals, their families, and their employers. Social immaturity either plays an important role in maintaining multiple mental disorders or is in fact what defines those disorders. This is particularly true of the personality disorders and probably also Antisocial-Personality-Disorders. Social immaturity is also quite frequently associated with long term alcoholism anddrug abuse which began in youth, and is frequently encountered by therapists treating clients who have been abused as children.

At all ages people are influenced by social group with which they have constant association and with which they want to be identified. This influence is greatest during adolescence, the time of greatest psychological plasticity. The family is the most important socializing agency. Teachers also exert an influence over their socialization, though peer influence is usually greater than either teacher or family influence. The strong influence of peer group during adolescence comes because of child's desire to be acceptable to, and accepted by, the group, also due to the fact the child spends more time with peer group.

With the beginning of puberty there comes a change in social attitudes, a decline in interest in group activities, and a tendency to prefer solitude. As puberty progresses, the rate of change in puberty speeds up. Social attitudes and behavior becomes increasingly antisocial.

At this time, the pattern of social development is interrupted. Children are not , however, on a plateau in the continuum of social learning, instead they are skidding downward, often abruptly, from the point they are seemed to close to the adult level. For most children, this interruption in the socialization process is only an interlude, unpleasant while it lasts but leaving few if any permanent scars. Typically, adolescents know what society expects of them. This knowledge of social expectation and playing the appropriate social roles is called Social Maturity, which starts with this knowledge.

Some problems can be aroused in the condition of social immaturity during adolescence years. When the behavior falls below social expectations, children are judged unfavourably and this results in unfavourable self-judgements. And, more damaging it is to their personal and social adjustment and more unfavourable their Self-Concept will be. The most common problems are discussed here: Some problems can be aroused in the condition of social immaturity during adolescence years. When the behavior falls below social expectations, children are judged unfavourably and this results in unfavourable self-judgements. And, more damaging it is to their personal and social adjustment and more unfavourable their Self-Concept will be. The most common problems are discussed here: Social Deprivation, Too much participation, Over-dependency, Non conformity, Over sconformity, Prejudice and Antisocial Behavior.

Objectives of the Study
1. To study the Social Maturity of students at higher secondary school years.
2. To find out the difference between Home Science and Vocational Education students in relation to their Social Maturity.
3. To find out correlation between Social Maturity and Vocational Maturity of the students.
4. To compare the gender difference in attainment of Social Maturity among students.

Review of Literature:
According to Suvankar Biswas, 2017, Social Maturity is the indication of mastery in social behaviour in terms of human relationship, social techniques and social institutions. Social maturity is a unit of key to handle of social relationship. The present study was undertaking to assess the social maturity of students of Higher Secondary School. Dr. Nalini Rao's Social Maturity Scale (SMS) developed by investigator self was used to measure social maturity. The study comprised to small sample of 100 students of Higher Secondary School from four Higher Secondary Schools at rural and urban areas under Bongaon City of West Bengal. The reliability were calculated which were 0.74. After the analysis of the result, it was found that all H.S. School Students are socially matured. The results revealed no significant difference in Social Maturity of H.S. School Level Students based on their gender and location. The study has implications for the students, parents, teachers and policy maker.

The association of academic and social maturity integration with educational attainment for students in college has been researched by Smith (1994). "Community College Student Experiences Questionnaire" was used on random sample of 463 students from a California College. Academic integration showed the strongest associations with educational development and social integration had the strongest association with attainment for full-time students. The research demonstrated that academic and social integration have a complex set of associations with attainment and persistence.

Leary (2004) explains the importance of social acceptance and rejection throughout human evolution, human beings developed a regulatory system that responds to uses indicating real or potential rejection, and motivates the person to behave in ways that minimize the probability of rejection and promote acceptance. This paper examines the regulatory functions of the sociometer, its links to emotion and behaviour and how misacalibrations of the sociometer contribute to dysfunctional behaviour. The concept of sociometer provies an overarching framework for conceptualizing a variety of phenomena such as self esteem, interpresonal emotions (eg. social anxiety, jealousy, hurt feelings, anger) reaction to rejection, individual differences in rejection-sensitivity and personality disorders

(particularly the narcissistic and antisocial disorders). Importantly the metaphor of the sociometer as a psychological gauge of relations value may also provide insights into what goes strong. when people self-regulate in dysfunctional ways that damage their relationships with other people.

Julia Kaufman (2004)'s educational research suggests that close - knit, supportive immigrant communities can encourage students, school success, however less agreement exists about why students outside of these communities particularly in urban areas - do not always do well in school even those students perceive themselves to be working as hard as their higher - performing peers. This study explores the relationship between students of close- Knit Chinese students perception and social / cultural factors that influence their lives in a large urban school. Longitudinal interviews with students, as well as observations at the school, took place. Results of the research showed that Chinese immigrants are motivated to work hard and value demanding teachers difficult curriculum, and discipline more than their second generation Chinese peers ; these students talk of wanting more entertaining, knowledgeable teachers while not being willing or able to work as hard for school success. These findings indicated that differences in students perceptions of their own effort and success in school may depend greatly on the social environment in which students find themselves as well as the culturally driven actions available within those environments.

In the study of Vohs et al. (2004) the evidence s are presented that supports the hypothesis that to be socially successful, people must have good self-regulation. Resistance to influence attempts, self-presentation, regulatory focus and interpersonal inspiration, accommodative responses, resisting the temptation of attractive alternates, self-serving biases in close relationships, conforming to group pressures, mixed race interactions, and stereotyping out group members, confirm the hypothesis. This review concludes that social functioning hinges on a host of self-control strategies : when people regulate their emotions, control the contents of their thoughts, override initial impulses, and redirect their behaviour, they improve their chances at social inclusion. When, people fail at social inclusion. When, people fail at self-regulation, they are likely to be ousted from groups and relationships and hence lack in their social maturity.

The study of Ferris (1996) suggests that co-morbid disruptive behaviour problems may produce the social skill deficits and further influence social maturity in children. The study was done on children of 6 to 11 years with learning disabilities (LD). The hypothesis that social skills in children are significantly predicted by co-occurring disruptive behaviour problems was tested using multiple regression procedures. The relationship between the variables of hyper-activity, aggression, conduct problems, and attention problems and the social skills of children with LD was investigated. Parent and teacher ratings were utilized. Results of the study showed the attention problems emerged as the most highly predictive variable in virtually every group. In addition, the disruptive behaviour problems functional in a similar manner to predict social skills. Thus it was concluded that disruptive behavior problems produce social immaturity in children with learning disability.

Deer (1994) in his study on peer behaviour described patterns of school children's aggression, shyness, prosocial behaviour and hyperactivity. Data were collected longitudinally. Individual sociometric interviews were conducted with 218 children in 26 elementary schools. Results indicated that significantly more girls than boys were nominated as shy and as prosocial. Conversely, significantly more boys than girls were nominated as

hyperactive and as aggressive. This shows gender influence on social behaviour of school children.

Kaneko, F. and Okamura, H. (2013) conducted a study on the Social Maturity, Self-Perception & Associated factors, including motor co-ordination of children with Attention Deficit Hyperactivity Disorder. The result of the study suggested that most of the subjects had some degree of motor problem & suspension of Social Maturity. They also suggested an association between Social Maturity & Static Dynamic balance, which was one of the indices of motor coordination.

This study explored possible associations of social maturity, executive function (EF), self-efficacy, and communication variables among deaf university students, both cochlear implant (CI) users and nonusers. Previous studies have demonstrated differences between deaf and hearing children and young adults in EF and EF-related social and cognitive functioning. EF differences also have been demonstrated between hearing children and deaf children who use CIs. Long-term influences of cochlear implantation in the social domain largely have not been explored, but were examined in the present study in terms of social maturity, as it might be related to EF and communication variables. Replicating and extending recent findings, social maturity was found to be related to somewhat different aspects of EF in CI users, deaf nonusers, and hearing students, but unrelated to hearing status, CI use, or deaf students' use of sign language versus spoken language. Self-efficacy proved a predictor of self-reported socially mature and immature behaviours for all groups. Individuals' beliefs about their parents' views of such behaviours was a potent predictor of behaviours for deaf CI users and those deaf students who reported sign language as their best form of communication. (Marc Marschark et.al., 2018)

Methodology:

The survey was conducted in the Higher secondary Schools under U. P. Board of Bareilly Mandal, U.P. The sample of the study were 300 students of adolescence age from two different streams of the study at +2 level. These streams were Vocational Courses and Home Science as a subject. Both male and female students were surveyed. To assess the social maturity of the students Social Maturity Scale (SMS) by Dr. R.P. Srivastava (1983) was used. The scale included the questions related to self-realization, human relationship, Civic responsibility, self-sufficiency, occupational activities, communication, self-direction, social participation and ethical character. Data is analysed through percentage, t-test and correlation statistical methods.

Results and Discussion:

Result is discussed in following points.

- Percentage distribution of students according to level of Social Maturity reveals that maximum i.e. 78.3% of students fall in the category of average. 9% constitute the below average category 7% and 6% of students were found to be in the category of inferior and above average respectively. The percentage of students of superior and very inferior is almost same i.e. 2% and 2.3%. None of the students was found to be either very superior or poor and very poor (Table-1). 9.5% of vocational streams students and 8.6% of Home Science students were found to be below average. 10% and 4% of vocational and Home Science students are in the inferior category respectively. The percentage of above average category was found to be 7.33% of the vocational students and 4.6% of the Home Science students. The percentage students falling in the

categories of superior and very inferior was approximately same i.e. between 2% - 3%. None of the students was found in very superior, poor or very poor categories.

- When relationship between vocational maturity and social maturity is assessed among Home Science students, it is found from the table 4.2.1 that there is no significant relationship ($r=-0.75$) between both the variables. Which explains that vocational maturity of individuals do not have any influence on the social maturity and vice-versa (Table 2).

This may be because both of these maturities are totally separate from each other and developmental procedure of both of these are different. The social development starts from the first day when the individual comes in this world, while the development of vocational maturity begins when the person gains knowledge of different vocations and develops a consciousness for career.
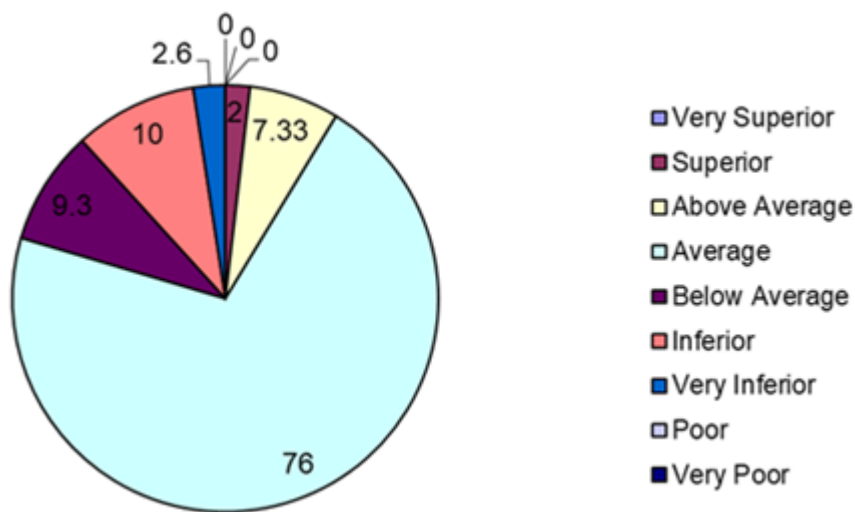

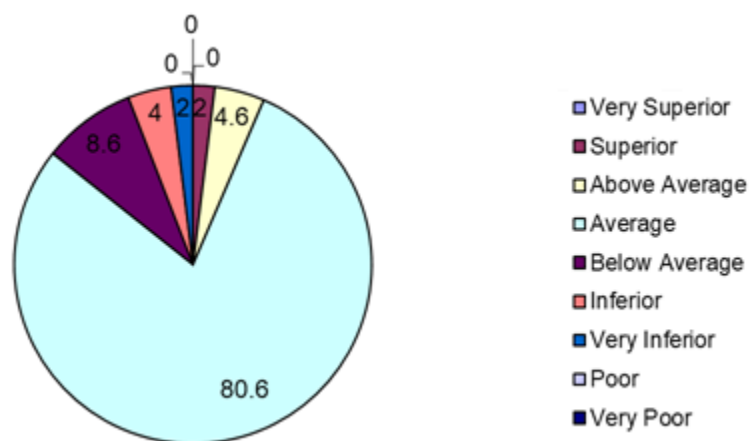**Fig. 1. Categories of Social Maturity in Vocational Stream Students**

Fig. 2. Categories of Social Maturity in Home Science Students

Table 1: Percentage distribution of respondents according to category of Social Maturity

S. No.	Category of Social Maturity	Vocational Students (n=150)		Home Science Students (n=150)		Total respondents (n=300)	
		N	%	N	%	N	%
1.	Very Superior	00	00	00	00	00	00
2.	Superior	03	2	03	2	06	2
3.	Above Average	11	7.33	07	4.6	18	6
4.	Average	114	76	121	80.6	235	78.3
5.	Below Average	14	9.3	13	8.6	27	9
6.	Inferior	15	10	06	4	21	7
7.	Very Inferior	04	2.6	03	2	07	2.3
8.	Poor	00	00	00	00	00	00
9.	Very Poor	00	00	00	00	00	00

Table 2 : Correlation between vocational maturity and social maturity of Home Science students :

Group of Students	N	Coefficient of Correlation	Relationship
Home Science	150	-.075	Non-Significant

Table 3 : Correlation between Vocational Maturity and Social Maturity of students with vocational trades:

S.No.	Group of Students	N	Coefficient of Correlation	Relationship
1	Vocational trade students	150	0.059	Non-Significant

- The correlation between Vocational Maturity and Social Maturity is also analyzed by correlation test. The non-significant relation between these variables (r=.059) is found after analysis. Both of these maturities may follow separate developmental procedures and have different influencing factors to affect these maturities differently. That is why both are non-significantly correlated with each other. (Table 3, Fig 3)
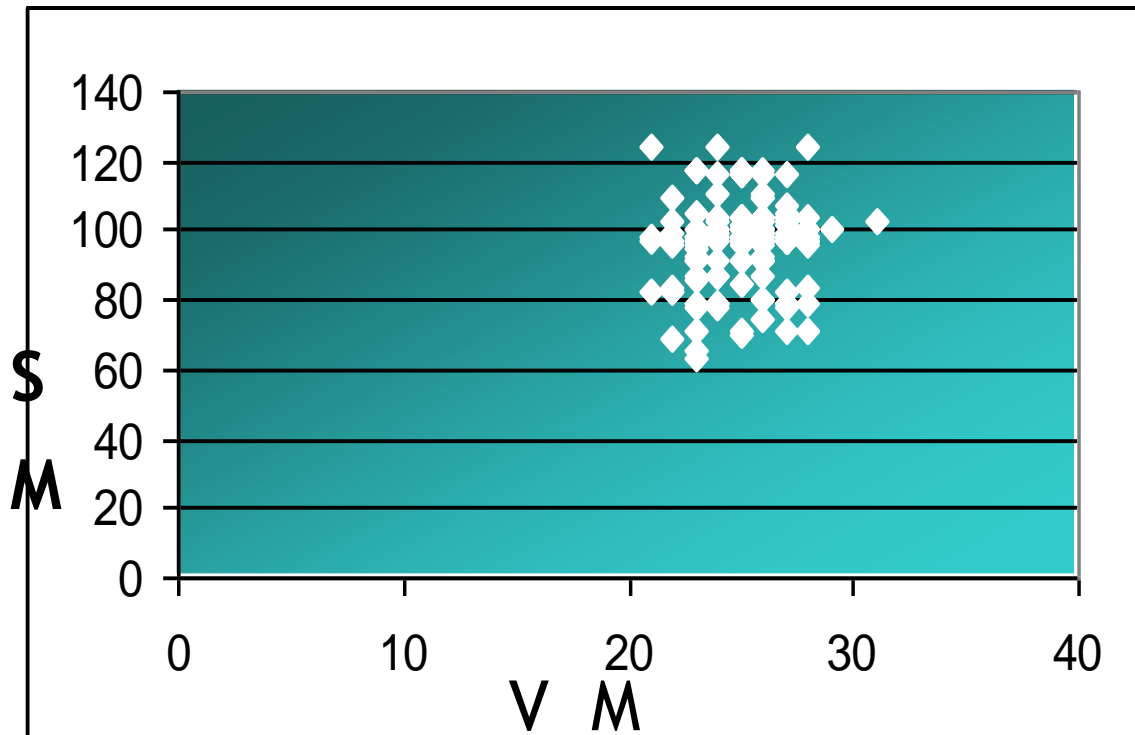
Fig. 3. Correlation Between Vocational Maturity and Social Maturity of Vocational Stream Students

- The correlation between Vocational and Social Maturity of vocational trades separately is also analyzed. Fig. 4explained these relations and found non significant correlation between the variables (Vocational Maturity and Social Maturity) of the respondents of all the vocational trades except 'Typing' (r=.62). The r – value of 'Typing' trade students explains that Social maturity of vocational stream students influence the development of vocational Maturity. When one increases, another is increased automatically. This may be because when one attains a social status and approved from parents, peers and teachers in its decision, he will gain maturity in vocation related decisions also. The same may be true for Social Maturity.
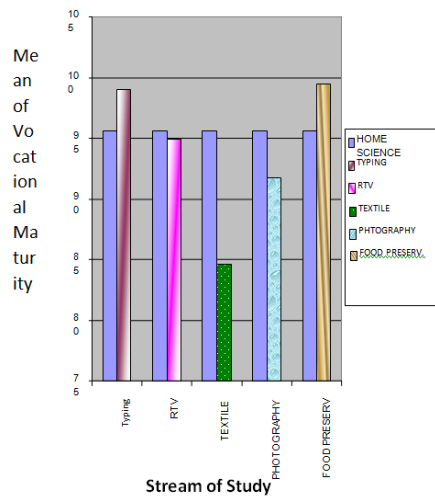

Fig.4 Comparison of Social Maturity of Respondents

Table 5 : Difference due to gender among Vocational Maturity, Social Maturity of the respondents of Vocational Education at +2 stage

S.No.	Variables	Boys		Girls		T value
		m	▯	m	▯	
1.	Vocational Maturity	24.67	.29	26.3	.95	1.65
2.	Social Maturity	96.18	2.1	96.3	1.1	.48

- The gender difference has also been calculated and analysed among the respondents of the study in both the aspects i.e. Vocational Maturity and Social Maturity. Table 5 reveals no significant difference between the boys and girls when compared on the basis of their Vocational Maturity and Social Maturity. Although, respondents were selected randomly and sample is heterogeneous in respect of their sex but it is found to be homogeneous in relation to their aspects of maturities.

Conclusion

From the present study it is inferred that girls are found to have slightly more Social Maturity than boys, but not significantly different. it may be because girls attain maturity faster than the boys. The society also demands that girls should express more mature behaviour than boys. The girls are mostly found to practise role learning which helps them to increase their vocational maturity. It is also found that rural students are more socially mature than urban students. The rural students are more exposed to the society than urban students. Family background of rural students also provides more socialization for the child. They derive a lot of benefits from joint family culture, good neighbourhood relations and serene and peaceful life away hectic, busy urban way of life. From the study it was found that there is no correlation between vocational maturity and social maturity among higher secondary students. It is natural that as age increases, social maturity also increases. But during their adolescence, they are confused about their role. The parents and elders usually give emphasis only on their academic side rather than the integral development of their personality. This is the period where their future is to be determined, through academic excellence. So, more thrust is given on academic performance at the cost of social exposure.

Almost all commissions and committees favour the need for developing social maturity among the learners through curricular and co-curricular means. Indian Education Commission (1966) and National Educational Policy (1986) have highlighted the need for developing personality among adolescents as well as beyond the stage of adolescence. It is the responsibility of the teachers to organize personality development programmes to enable the learners to attain not only social maturity but also attain integrated development of personality. Moreover, in public, who have high social status may be invited to share their experiences and provide necessary guidance to their learners. Competitions like debate, quiz and elocution etc. aim at developing social maturity of the learners.

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