SOCIAL MATURITY OF HIGHER SECONDARY STUDENTS – A TYPE OF FAMILY WISE ANALYSIS

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Abstract

The study aimed to measure the level of social maturity of higher secondary students with reference to type of family. Survey Methods utilize to gather the data from the respondents through a planned questionnaire designed based on the objectives of the study. The population of the present study consists of students studying in higher secondary schools in Sankarankoil Taluk. A sample size of 300 students from randomly selected ten higher secondary schools from Sankarankoil Taluk decided to use a simple random sampling method. By the investigators to get the level of Attitude towards English language learning of the sample. The investigator found that the level of social maturity of higher secondary students with reference to type of family is average.

Introduction

Social maturity is proof by an individual's ability intended for creation and maintenance of friends. To be effectual in his/her communal relations, an individual wants to obtain the social skills that allow him/her to deal with people tactfully and with understanding. Thus, the study was conducted to recognize in about to the social maturity of secondary students. It is probable that the consequence of the learn allows the teachers as well as the parents to contract efficiently with children and offer direction in attractive socially mature individuals.

Significance of the Study

Social maturity is a term usually used in two ways like concerning the behavior that is conventional to the standards and expectation of the adults and secondly, through reference to the performance that is suitable to the age of the individual under observation. Thus, social maturation authorizes a more detailed insight into the social atmosphere that facilitates adolescents to power the community situation and expand constant prototype of social performance. An individual is slow to adopt this outline of social behavior, he judges himself as being retarded in social growth.

Maturity marks the finish of enlargement and expansion. In some features of development, maturity of arrangement and purpose comes at an early age, whereas, in others, it comes later expansion comes from maturation and knowledge. The notion is concerned with force inside and outside the individual. Social maturity as a phrase is used usually in two ways. Initially, in about the behavior that conforms to the standards and expectations of the adults and secondly in about the performance that is suitable to the period of the person beneath surveillance. Psychologists usually use maturity in the second sense. Social maturity

becomes in the actions of individuals. As the students are the pillars of the future generations, their value pattern of Social Maturity is vital. With this background the investigator frame the title on " a study on the level of social maturity of higher secondary students with respect to type of family.

Hypotheses of the Study

1. The level of social maturity of higher secondary students with reference to type of family is average.
2. There is no significant difference in Social Maturity of higher secondary students with reference to type of family.

Methodology

The survey Method employs collecting the data from the respondents through a planned questionnaire designed based on the objectives of the study. The population for the present study comprises all the students studying in the higher secondary schools located in Sankarankoil Taluk. In the present study, the investigator used a sample random sampling technique for selecting the sample. The investigator has randomly selected ten higher secondary schools from Sankarankoil Taluk. The Social maturity scale (2021) was prepared and validated by the investigators for getting the level of social maturity of the sample.

Analysis of Data

1. The level of social maturity of higher secondary students with reference to type of family is average.

Table 1 The Level of Social Maturity of Higher Secondary Students with Respect Type of Family

Low		Average		High	
Count	%	Count	%	Count	%
23	11.9	125	64.4	46	23.7
30	28.3	63	59.4	13	12.3

11.9% of nuclear family higher secondary students have low, 64.4% of them have moderate, and 23.7% of them have a high level of social maturity. 28.3% of joint family higher secondary students have low, 59.4% of them have moderate, and 12.3% of them have a high level of social maturity.

2. There is no significant difference between higher secondary school students belonging to joint and nuclear families in their Social Maturity.

Table 2 Difference Between Higher Secondary Students Belonging to Joint and Nuclear Families in their Social Maturity

Variable	Gender	N	MEAN	SD	Calculated value	Remark
Social Maturity	Joint	106	87.14	12.116	5.123	S
	Nuclear	194	94.60	12.028		

There is a significant difference in social maturity higher secondary students with respect to type of family..

When comparing the mean scores of students belonging to joint and nuclear families, the students belonging to nuclear families (94.60) are better than the students belonging to joint families.

Interpretation

The students belonging to nuclear families are better than the students belonging to joint families. Due to having enough freedom for which they can move with the society, practice whatever they want to do and travel wherever they want to go. Also, they have time to chat with others through the internet and social media and develop their friend's circle. While we compare with the joint family, the nuclear family students have no restriction to have a relationship with any gender, religion, caste, and language in the society.

Recommendations of the Study

1. The students should help in realizing their self as well as social strength and weakness.
2. To improve the social maturity of the student, they should need the opportunity to share thoughts and feelings by interaction. Cluster activities and extracurricular activities should give importance to the school campus.
3. Guidance and counseling centers should be started in school so that the students can help to solve the educational and emotional problems. The service of a counselor should be made available provide guidance in analyzing the student's personality and facilitate a joint development that creates a successful maturity.
4. School should provide a good perception on the use of books, about the diversity of the people and merits of the economic differences.
5. Seminars and talks on social maturity should frequently arrange.
6. The school should provide training like picnics, cultural programs like dancing, singing, drama, sports, and games regularly, which help the students to identify them and mingle with others.
7. Parents should create a friendly atmosphere at home, which may help the children to be emotionally balanced and have good social maturity.
8. Teachers and parents should help the children to express their emotions freely in the classroom and at home correspondingly.
9. The Curriculum of higher secondary school should be modified so that lessons relating to social maturity are given importance in the classroom activities.

10. Teachers and parents engage in recreation a vital position in developing social maturity.

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