



# SOCIAL MATURITY AMONG SENIOR SECONDARY SCHOOL STUDENTS ABOUT PERSONALITY

**1Amanjot Kaur, 2Harwinder Kaur**

**1SCHOLAR, 2Supervisor**

**1Rayat Bahra University, Mohali**

**ABSTRACT** –The paper was intended to find out the level of social maturity and personality among senior school students this study involves to descriptive method the sample of the study was 100 students selected through the random sampling technique. The statistical procedures used in this study were mean, standard deviation and t-test analysis of the data.

## INTRODUCTION

Education is a systematic process through which a person or child gains knowledge, skills, and attitude. Mathies is the broadest sense in terms of knowledge. Education is the development of physical, mental, moral and social values. Education drives from the Latin word “Educare” which means “to bring out” and “act of teaching”. Education is a key of solve various and different problems in life. education is the key to a successful and better life. It teaches individuals discipline and honesty.

Education is a lifelong and continuous process. A child starts learning from the womb of the mother to death. it influences human Personality, characteristics as well as social and moral values. Education can change and modification of human behaviour. education may learn Scholl’s collages as well as our surrounding, mother tongue also. Education is a purposeful activity directed at achieving certain aims and objectives of life and such as transmitted knowledge, skills, character.

Social Maturity is also defined as the willingness of an individual to take responsibility for developing society. Maturity permits a more detailed perception of the social environment which helps to influence social circumstances and develop stable patterns of social behaviour. Social responsibility is also a sub-trait of social

maturity. It is the measure of the development of competence of an individual in social problem-solving, interpersonal relations and judgement.

A socially mature individual should be able to make judgements, decisions and take proper action in the face of problems and critical issues. He should be able to participate in cooperative activities without conflict with others. He is capable of taking responsibility for his own actions, and of making and keeping a large number of friends. He has a well-balanced and objective estimate of himself and can take on himself different roles in accordance with the demand of different situations. He identifies with the interests of the group and puts the group's benefits before his selfish gains.

Personality word derived from the Latin word "persona". Which means "a mask worn by performers". Personality is the constitution of the mental as well as the physical health of an individual and is devoted to the methods of affecting reacting and interacting with others. A Personality is a special form of thinking, feeling and behaving. It makes a person stand differently in the impression of characteristics. Personality develops the mental and physical health of an individual. It is the thing that makes us different from others.

Personality is totally everything about a person his emotional mental social and spiritual makeup. it also includes the ethical and physical makeup of an individual character as just one aspect of Personality. just as a building is more than bricks cement and wood similarly Personality is more than basic elements of parts, Personality is formed because of the special relationship among its parts. Personality has an integrated structure. Any change in one part of a structure influences other parts.

## REVIEW OF SOCIAL MATURITY

Kaur (2018) carried out a study to find social competence which is also one of the aspects of Social Maturity among adolescents about their emotional maturity. The study indicated that the male and female adolescents studying in senior secondary school did not vary in social competence as well as emotional maturity. It indicated that the adolescents in government and private schools did not vary in their maturity levels. There was a positive and significant relationship between social competence and emotional maturity among senior school students. It indicated that emotionally mature adolescents had significantly higher social competence.

Samhitha and Sreedevi (2020) The study were undertaken to find out the relationship between the Social Maturity of the tribal adolescents and their perceptions of their family climate. For the conduction a total sample of 120 adolescents out of which 60 boys and 60 girls in the age range of 13-19 years were selected through a purposive random sampling method. The study was conducted in the Adilabad District of Telangana State. The social Maturity of the respondents was assessed by using Rao's Social Maturity Scale. Perceptions of the tribal adolescents on their family climate were assessed by using Family Climate Scale by Dr Beena Shah (2001). The data was analysed using Pearson correlation coefficient. The results revealed that attributes like Freedom, Indulgence, Partiality, Warmth, Trust, and Expectations showed significant and positive correlations with social maturity.

Shokrollahzada, Sadat, Mousavi, Mohamad, Hanis and Araghi (2021) this study aimed to investigate the mediating role of peer attachment in the relationship between attachment to parents and the Social Maturity of student adolescents. The statistical populace was 3553 male and woman college students aged 16-18 years in District One of Tehran. Based on a randomized technique primarily based on convenience, 334 college students had been chosen as the sample. The research data has gathered the usage of the revised inventory of attachment to parents and peers and the Social Maturity Scale. Findings showed that the relationship between attachment to parents and social maturity was significant, and conversely, the relationship between attachment to peers and social maturity was not significant. The findings additionally demonstrated that attachment to peers does not mediate the relationship between attachment to parents and social maturity.

Arshi and Sahai (2022), The present research was aimed at investigating the role of Social Maturity and adjustment of adolescences. In the present study relationship between Social Maturity and adjustment higher secondary school students is being studies. There exists no significant difference between Social Maturity and adjustment of Arts and Science stream higher secondary school students. There exists no significant difference between Social Maturity and adjustment of male and female higher secondary school students. The study was conducted over a sample of 400 (200 Gujarati and 200 English medium) high school students studying in XI & XII class in 7 different schools (100 Arts and 100 Science stream, 50 boys & 50 girls) from Kheda district, Gujarat. As a tool of data collection Social Maturity scale was constructed by Dr. Nalini Rao. Findings of the study show that there is a positive relationship between Social Maturity and adjustment of boys and girls of adolescences

## REVIEW OF PERSONALITY

Rashid and Rafaqi (2016) has conducted study on a study of Personality profiles among the adolescent boys and girls. The major aim of this study was to find out of mean difference among the adults' boys and girls on various dimensions of Personality. The total 200 adolescents responding including 100 male and 100 female students were selected through simple random technique. R.B. cettels 14 PF(HSPQ) test has administrated for assigning Personality of the student. obtained data has analysis by the researchers thought t-test and discussed and interpreted accordingly. this is study reveals that their certain Personality profile which can be improved. researchers are provided some inferential suggestions in order to improve their Personality.

Barbaros, Mehmet and Sahin (2017) has conducted research on the predictive power of undergraduate's Personality traits and self-esteem regarding their forgiveness. the main purpose of the study is to determine whether or not the undergraduate's Personality traits and self-esteem predict their forgiveness. In this study descriptive survey method as applied. The total sample of the study was 32 undergraduates' students. The adjective based Personality scale development by Bacanli, Ilhan and Arslan (2009) Rosenberg self-esteem scale developed by Rosenberg and heartland forgiveness scale developed by the Thompson, Snyder and Hoffmann (2005) has used to data collection procedure. the result of the study indicates that the five factor Personality traits and self-esteem are corelated with their forgiveness levels.

Nuri Tok (2019) has conducted study on the relationship between the perceptions of Personality traits and social loafing behaviours of candidate teachers. The main focus on this study was to enquire the relationship between Personality and social loafing behaviour of candidate teachers. A descriptive correlation survey method was used in this study 166 students from faculty of education and 155 students who attend teaching certificate programme at the state university in Turkey were selected by the researcher. So, in that way the total sample of the study was 321 students. Researcher has administered five factor Personality scale and social loafing scale for data collection. In the study researcher has found significant and negative correlation among social loafing behaviour and Personality traits.

## OBJECTIVES OF THE STUDY

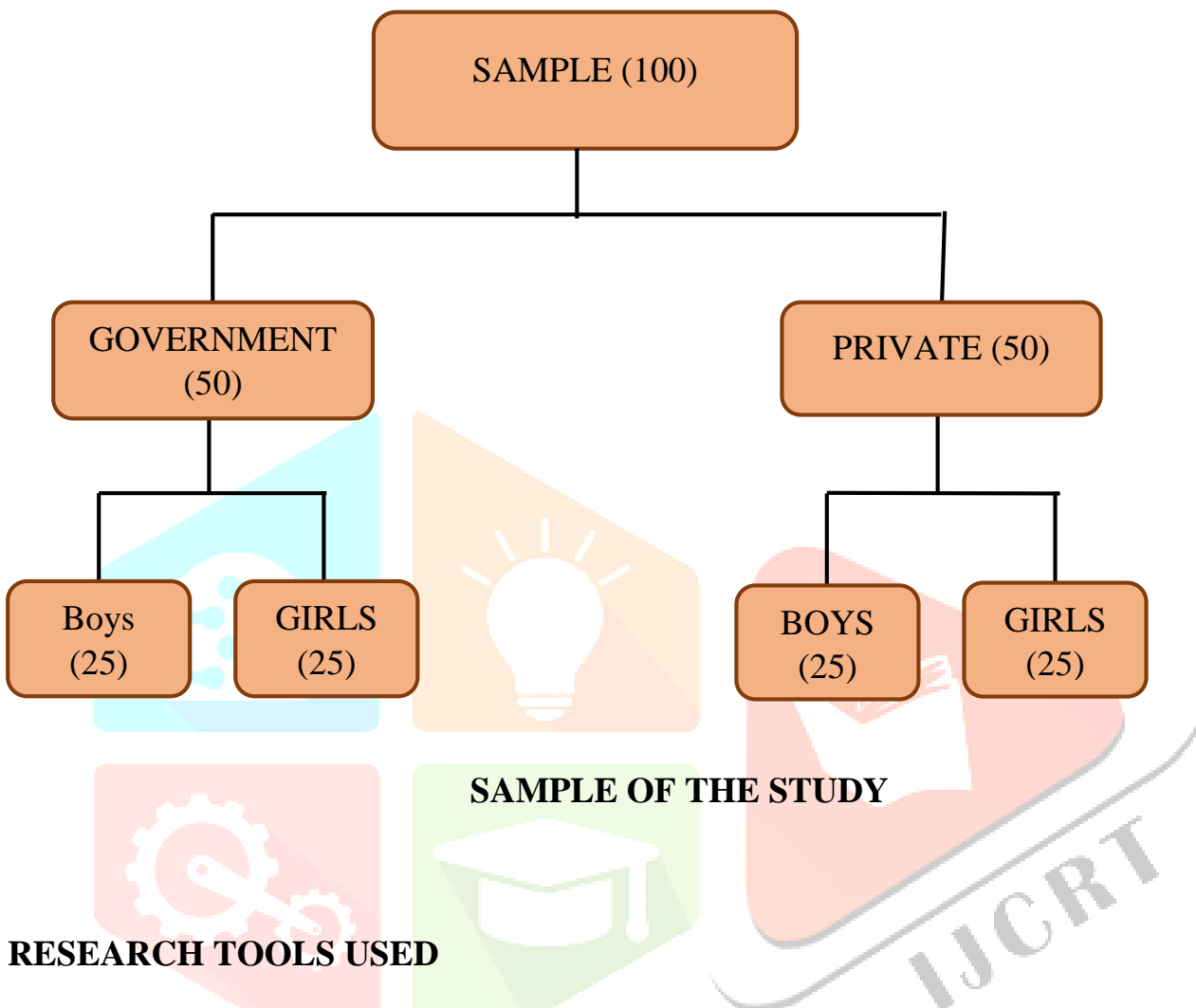
1. To study the Social Maturity among senior secondary school students
2. To study the Personality among senior secondary school students.
3. To study the difference between the Social Maturity of Govt and private senior secondary school students.
4. To study the difference between the Personality of Govt and private senior secondary school students.
5. To study the difference between the Social Maturity of boys and girls senior secondary school students.
6. To study the difference between the Personality of boys and girls senior secondary school students.
7. To study the relationship between Social Maturity and Personality level of the senior secondary school students.

## HYPOTHESIS

1. There will be no significant difference in the Social Maturity of secondary school students.
2. There will be no significant difference in the Personality of secondary school students.
3. There will be no significant Social Maturity among government and private senior secondary school students.
4. There will be no significant in Personality among government and private senior secondary school students.
5. There will be no significant difference in the Social Maturity of boys and girls of senior secondary school students.
6. There will be no significant difference in the Personality of boys and girls of senior secondary school students.
7. There will be relationship between Social Maturity and Personality among senior secondary school students.

## SAMPLE AND POPULATION

The sample for the study consisted of 100 students studying in the 9<sup>th</sup> and 10<sup>th</sup> class government and private senior secondary school students in Mohali. Out of 100 equal number of adolescence in government and private schools were selected. out of which an equal number of boys and girls were selected students will be selected.



## RESEARCH TOOLS USED

- Social Maturity scale by Nalini Rao (2018)
- Personality scale by H.J. Eysenck (1993)

## ANALYSIS

“Social Maturity among Govt and private senior secondary school students.”

**Table 1.1**

**Mean Differential with regards to Social Maturity among govt and private senior secondary school students.**

Gender	N	Mean	S.D.	t-value	Significant Level
Govt.	50	250.86	23.453	0.33	NS
Private	50	254.20	21.236		

The mean score of Social Maturity among govt senior secondary school students is 250.86 and private 250.20 the standard deviation of govt senior secondary school is 23.453 and private is 21.236 to find the differential between the two-group t- value was calculate the t-value came out to be 0.33 which was significant as 0.01 and 0.05 level

“Personality among govt and private senior secondary school students”.

**Table 1.2**

**Mean Differential with regards to Personality among govt and private senior secondary school students.**

Gender	N	Mean	S.D.	t-value	Significant Level
Govt.	50	50.44	13.117	0.84	NS
Private	50	52.30	14.245		

The mean score of Personality among govt senior secondary school students is 50.44 and private 52.30 the standard deviation of govt senior secondary school is 13.117 and private is 14.245 to find the differential between the two-group t- value was calculated the t-value came out to be 0.84 which was significant as 0.01 and 0.05 level.

“Social Maturity among boys and girls of senior secondary school students.”

**Table- 1.3**

**Mean Differential with regards to Social Maturity among boys and girls senior secondary school students.**

Gender	N	Mean	S.D.	t-value	Significant Level
Boys	50	252.12	21.393	0.183	NS
Girls	50	252.94	23.425		

The mean score of Social Maturity among boy’s senior secondary school students is 252.12 and girls is 252.94 the standard deviation of boy’s senior secondary school is 21.393 and girls is 23.425 to find the differential between the two-group t- value was calculated the t-value came out to be 0.183 which was significant as 0.01 and 0.05 level.

“Personality among boys and girls of senior secondary school students.”

**Table- 1.4****Mean Differential with regards to Social Maturity among boys and girls senior secondary school students.**

Gender	N	Mean	S.D.	t-value	Significant Level
Boys	50	51.14	14.373	0.168	NS
Girls	50	51.60	13.040		

The mean score of Personality among boy's senior secondary school students is 51.14 and girls 51.60 the standard deviation of boy's senior secondary school is 14.373 and girls is 13.040 to find the differential between the two-group t- value was calculated the t-value came out to be 0.168 which was significant as 0.01 and 0.05 level.

“To find out the relationship in Social Maturity and Personality senior secondary school students”

**Table-1.5**  
**Correlation between Social maturity and personality**

Variable	N	Coefficient correlation	Remarks
Social maturity	100	1	0.094
Personality	100	0.094	1

Correlation is significant at the 0.01 level (2-tailed)

The Coefficient correlation score of Social Maturity among senior secondary school students is 1 and the Personality is 0.094. The remarks of Social Maturity among senior secondary school students are 0.094 and personality is 1.



## CONCLUSION AND SUGGESTIONS

It was concluded that social maturity and personality among senior secondary school students of education are average. The result shows you the social maturity and personality of senior secondary school students are good. All senior secondary school students are socially mature and well-personalised students.

1. The present study was conducted on a small sample (N=100), it is suggested that a large sample can be taken for further study
2. The study was limited to 9<sup>th</sup> and 10<sup>th</sup> class only. More elaborate studies taking different age groups from junior to collegiate level may conducted to trace out the trends of Personality effective and social maturity.
3. The present study was limited to students of Mohali only. A similar study may be conducted in other cities also.
4. The present study was limited to the adolescent of government and private schools. A similar study may be conducted in rural and urban areas of the city.
5. The study can be further extended by taking more variables.

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