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SEX DIFFERENCE IN SOCIAL MATURITY

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Abstract: The present study was undertaken to assess the social maturity of 240 girls and boys between the age range of 9-12 years, selected from co-educational and non co-educational government schools in Patna district. 15 boys and 15 girls were subsequently selected from co-educational and non-co-educational schools from each age group respectively. The study revealed that boys and girls between 9-12 years showed moderate level of social maturity as compared as girls.

Index Terms - Social maturity, Co-educational, Non co-educational, Moderate.

I. INTRODUCTION

Development is a process of change in which the child develops by absorbing everything that is happening to him biologically and environmentally. According to Hurlock (1997) development refers to those changes, which are qualitative in nature; It may be defined as a progressive series of orderly coherent changes. 'Progressive' signifies that the changes are directional, and 'Orderly' and 'Coherent' suggest that there is a definite relationship between the changes taking place—those that preceded or those that will follow them. Late childhood is the period during which development attains one of its peak when most of the inner psychological conflicts are in a latent state hence environment optimally enjoys its influential role. The major development during this period is in the area of socialization consequent to which this stage is also termed as "gang age". Late childhood is in the period wherein the saplings of sexual and social maturity appear which grow into adolescence. According to Erikson (1963) late childhood period is socially most decisive stage. Social maturity is very significant aspect of human development. Social maturity is development from dependence to independence, from lack of responsibility to a sense of responsibility and from incompetence to competence. Social development means acquisition of the ability to behave in accordance to the social expectations. In view of the above a need was felt to undertake the present study with the objective : To assess and compare the social maturity of rural boys and girls (9-12 years) studying in co-education and non co-education schools.

II. METHOD

The total sample for the present study consisted of 240 girls and boys between the age range of 9-12 years, selected from co-educational and non co-educational government schools of Patna district. 15 boys and 15 girls were subsequently selected from co-educational and non co-educational schools from each age group respectively. Only those boys and girls who were living with their biological parents selected for the present study. Social maturity inventory developed by Patel and Mathur (1990) and standardized by Oberoi and Chopra (2002) was modified and used according to rural scenario to assess social maturity. Reliability

of the tool is 0.89 for 9-10 years and 0.80 for 11-12 years and validity is 0.71 for 9-10 and 0.76 for 11-12 years of children.

III. RESULTS AND DISCUSSION

The percentage distribution of subjects according to the presence of the social maturity trades as presented in Table-1 were indicate that majority of the boys were found to be highly independent, responsible and co-operative. In the rural areas boys are expected to be independent and socially responsible. In comparison to boys girls were found to be highly obedient, realistic, truthful, stable and sensitive regarding the distinction of sex in group and active. Boys are more in contact with the adult members of the family and thus learn to interact with the members of the society. And because boys possess these developmental traits, they became sensitive towards social approval.

Table - 1: Percentage distribution of 9 year old boys and girls for the incidence level of selected traits reflecting social maturity profile

Traits	High Level %		Low Level %	
	Boys	Girls	Boys	Girls
Independent of parents	56.7	53.3	43.3	46.7
Active	36.7	46.7	63.3	53.3
Adventurous	56.7	36.7	43.3	63.3
Distinction of sex in group	33.3	26.7	66.7	73.3
Responsibility	66.7	36.7	33.3	63.3
Obedience	36.6	53.3	63.3	46.7
Reality	33.3	40.0	66.7	60.0
Co-operation	33.3	23.3	66.7	76.7
Truthful	46.7	56.7	53.3	33.3
Frank	53.3	43.3	46.7	56.7
Pleasure seeking	50.0	46.7	50.0	53.3
Stability	36.7	53.3	63.3	46.7
Sensitive to social approval	40.0	33.3	60.0	66.7

Girls in rural areas are found to be involved in household tasks along with their school work and they are also at times primary care takers of their younger siblings more so when as the background of the subjects of the present study depicts, they are eldest in sibling hierarchy.

The data presented in Table-2 indicates shows that majority of the 10 year old boys were found to be highly independent, adventurous, outing and easy going may be because these boys have to do most of the work on their own choice because they were youngest in their sibling hierarchy. The girls were found to be highly obedient, careful, helpful, less spend thrift and sympathetic. Girls of 10 years old posses all those developmental tasks which are essential for stereotypical behaviour.

The data presented in Table- 3 that most of the 11 years old boys were found to be highly adjustable, active in social pursuits, sensitive regarding the maintenance of cleanliness may be because they were middle born and had their siblings as a good role models whom they could follow. In comparison to boys large percentage of girls were found to be highly adjustable, active, punctual and stable. Majority of the girls belonged to nuclear families and thus were found to be independent as their parents leave the major responsibilities on them as they move out for work.

Table - 2: Percentage distribution of 10 year old boys and girls for the incidence level of selected traits reflecting social maturity profile

Traits	High Level %		Low Level %	
	Boys	Girls	Boys	Girls
Obedience	40.00	46.70	60.00	53.30
Posses formal manners	60.00	60.00	40.00	40.00
Cleanliness	50.00	53.40	50.00	46.60
Careful	50.00	60.00	50.00	40.00
Less spend thrift	40.00	46.70	60.00	53.30
Helpful	53.40	73.30	46.60	26.70
Sincerity	60.00	60.00	40.00	40.00
Trustworthy	50.00	56.70	50.00	43.30
Sympathetic	56.70	50.00	43.30	50.00
Outgoing	63.30	36.70	36.70	63.30
Adjusting	46.70	56.70	53.30	43.30
Independent	56.70	50.00	56.70	50.00
Friendship	43.30	50.00	56.70	50.00
Over coming aggression and possessiveness	56.70	43.30	43.30	56.70
Adventurous	53.40	33.30	46.70	66.70
Stability	40.00	70.00	60.00	30.00
Flexibility	56.70	56.70	43.30	43.30
Straight forward	50.00	33.30	50.00	66.70
Easygoing	50.00	50.00	50.00	50.00

It is evident from the Table- 4 that most of the 12 years boys were found to be highly co-operative, active in social pursuits, independent, independent in choice of friends, out going, competitive, initiative taking while boys showed low level of reasonability and creativity. In comparison to boys, 12 years old girls were found to be highly reasonable and creative, girls showed low level of involvement in social activities, outgoingness and being competent.

Table - 3: Percentage distribution of 11 year old boys and girls for the incidence level of selected traits reflecting social maturity profile

Traits	High Level %		Low Level %	
	Boys	Girls	Boys	Girls
Adjustability	66.70	56.70	33.30	43.30
Active	70.00	53.30	30.00	46.70
Independence	40.00	63.30	60.00	36.70
Punctuality	46.70	53.30	53.30	46.70
Cleanliness	56.70	50.00	43.30	50.00
Stability	33.30	60.00	66.70	40.00

Table - 4 : Percentage distribution of 12 year old boys and girls for the incidence level of selected traits reflecting social maturity profile

Traits	High Level %		Low Level %	
	Boys	Girls	Boys	Girls
Reasonability	43.3	56.7	56.7	53.3
Co-operation	50	26.7	50	73.3
Active	63.3	56.7	36.7	43.3
Independence	70	60	30	40
Independence in choice of friends	66.7	43.3	33.3	56.7
Creativity	40	70	60	30
Outgoing	53.3	33.3	46.7	66.7
Competitive	53.3	46.7	46.7	53.3
Adjustability	66.7	50	33.3	50
Initiative taking	46.7	33.3	53.3	66.7

It is possible that the relatively greater importance of peer groups in boys is due to stronger need of peer support in gaining independence from family. The greater difference in the peer group influence may also be related to traditional gender ideologies in the Indian society. In India girls are offer more involved in family activities, such as helping the mother with household chores, and thus are more responsive and sensitive to parental influence than are boys.

IV. CONCLUSION

Late childhood period is socially most decisive stage. In these years child's awareness of others and his surroundings greatly increases. The developmental crisis in this stage is centered in the growing need for the child to use his abilities in ways that will be satisfying to him and acceptable to the society. Thus, it can be concluded that boys and girls between 9-12 years showed moderate level of social maturity. Boys who participated in the present investigation reflected high level of social maturity as compared as girls.

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