

Social Maturity Among Eleventh Standard Students About Personality in Tiruvannamalai District

N. Suthakar¹, R. Jeyanthi^{2*}

¹Research Scholar, School of Education, Vels Institute of Science, Technology and Advanced Studies (VISTAS), Pallavaram, Chennai-600117, Tamil Nadu, INDIA.

²Associate Professor, School of Education, Vels Institute of Science, Technology and Advanced Studies (VISTAS), Pallavaram, Chennai-600117, Tamil Nadu, INDIA

Abstract:

This study aimed to examine the level of social maturity and personality among eleventh standard students. Using a descriptive research method, a sample of 100 students was selected through random sampling. The researchers employed mean, standard deviation, and t-test analysis to analyze the data. The study compared social maturity and personality between government and private school students, as well as between boys and girls. Social maturity was measured using Nalini Rao's Social Maturity Scale, while personality was assessed using H.J. Eysenck's Personality Scale. The results indicated no significant differences in social maturity or personality between government and private school students or between boys and girls. Furthermore, an analysis of correlation was performed to examine the connection between personality traits and social maturity amongst students in the eleventh standard.

Keywords: Social Maturity, Eleventh Standard Students, Personality

INTRODUCTION

Education is a structured approach through which individuals, particularly children, acquire knowledge, abilities, and perspectives. In the broadest sense, mathematics encompasses the realm of knowledge. The educational process fosters the growth of physical, mental, ethical, and social values. The term 'education' originates from the Latin word 'Educare', signifying 'to bring forth' and 'the act of instructing'. Education serves as a crucial tool for addressing various life challenges and is fundamental to achieving a prosperous and improved existence. It instills principles of discipline and integrity in learners.

Learning is a continuous, lifelong journey that begins in the mother's womb and continues until death. It shapes an individual's personality, traits, and social and ethical values. Education has the power to alter and refine human conduct. Knowledge can be acquired not only through formal institutions like schools and colleges but also from one's environment and native language. The educational process is purposeful, aimed at achieving specific life goals and objectives, such as imparting knowledge, developing skills, and building character.

Social Maturity can also be characterised as an individual's readiness to contribute to societal development. This maturity enables a more nuanced understanding of the social landscape, facilitating the ability to shape social circumstances and establish consistent patterns of social conduct. A component of social

maturity is social responsibility, which gauges an individual's proficiency in addressing social issues, managing interpersonal relationships, and exercising sound judgement.

An individual with social maturity demonstrates the ability to assess situations, reach conclusions, and respond appropriately when confronted with challenges and crucial matters. Such a person can engage in collaborative endeavours without causing friction with others. They accept accountability for their actions and are adept at forming and sustaining numerous friendships. Possessing a balanced and impartial self-perception, they can adapt their behaviour to suit various circumstances as required. They align themselves with the collective interests, prioritising group welfare over personal gain.

The term "personality" originates from the Latin word "persona", which translates to "a mask worn by actors". Personality encompasses an individual's mental and physical constitution, influencing their methods of response, reaction, and interaction with others. It represents a unique combination of thoughts, emotions, and behaviours that distinguishes one person from another in terms of characteristic impressions. Personality plays a crucial role in shaping an individual's mental and physical well-being. Ultimately, it is the factor that sets each person apart from others.

Personality encompasses the entirety of an individual's emotional, mental, social and spiritual composition. It also incorporates a person's ethical and physical attributes, with character being just one facet of personality. Much like a building is more than its constituent materials of bricks, cement and wood, personality is greater than the sum of its basic components. The formation of personality occurs due to the unique interplay amongst its various elements. Personality possesses an integrated structure, wherein a modification in one aspect influences the others.

REVIEW OF SOCIAL MATURITY

A research study conducted by Kaur (2018) examined social competence, an aspect of social maturity, in relation to emotional maturity among adolescents. The findings revealed no significant differences in social competence or emotional maturity between male and female adolescents attending senior secondary schools. Similarly, no variations in maturity levels were observed between students in government and private schools. The study identified a positive and significant correlation between social competence and emotional maturity among senior school students. Notably, adolescents who demonstrated higher levels of emotional maturity also exhibited significantly greater social competence.

Samhitha and Sreedevi (2020) conducted research to examine the connection between tribal adolescents' social maturity and their perceptions of family climate. The study encompassed 120 teenagers, comprising an equal number of 60 males and 60 females, ranging from 13 to 19 years old, who were selected using purposive random sampling techniques. The research took place in the Adilabad District of Telangana State. To evaluate the participants' social maturity, Rao's Social Maturity Scale was employed. To evaluate the tribal adolescents' perceptions of their family environment, researchers employed the Family Climate Scale developed by Dr Beena Shah (2001). Data analysis was performed using Pearson correlation coefficient. The research results revealed that social maturity was positively and significantly correlated with several attributes, including Freedom, Indulgence, Partiality, Warmth, Trust, and Expectations.

Shokrollahzada, Sadat, Mousavi, Mohamad, Hanis and Araghi (2021) conducted research to examine how peer attachment might mediate the connection between parental attachment and social maturity in adolescent students. The study population comprised 3553 male and female students aged 16-18 years from District One of Tehran. Using a convenience-based random sampling method, 334 students were selected as participants. Data collection involved the revised inventory of attachment to parents and peers,

along with the Social Maturity Scale. Results indicated a significant relationship between parental attachment and social maturity, whilst the link between peer attachment and social maturity was not significant. Furthermore, the findings revealed that peer attachment did not act as a mediator in the relationship between parental attachment and social maturity.

Arshi and Sahai (2022) conducted a study to examine the connection between social maturity and adjustment in adolescents attending higher secondary schools. The research aimed to determine if there were significant disparities in social maturity and adjustment between students in Arts and Science streams, as well as between male and female students. The investigation involved 400 participants (200 from Gujarati medium and 200 from English medium schools) studying in classes XI and XII across 7 different schools in Kheda district, Gujarat. The sample comprised 100 Arts stream and 100 Science stream students, with an equal distribution of 50 boys and 50 girls. The study utilised Dr. Nalini Rao's Social Maturity scale as the primary tool for gathering data. Findings from the research indicated a favourable relationship between social maturity and adaptation amongst teenage boys and girls.

REVIEW OF PERSONALITY

A study by Rashid and Razaqi (2016) investigated the personality characteristics of teenage boys and girls. The primary objective of this investigation was to determine the mean differences between teenage boys and girls across various personality dimensions. A sample of 200 adolescents, comprising 100 male and 100 female students, was selected using simple random sampling. The researchers administered R.B. Cattell's 14 PF (HSPQ) test to assess the students' personalities. The collected data was analysed using t-tests and subsequently discussed and interpreted. This study identified certain personality profiles that could be enhanced. The researchers offered some inferential recommendations to facilitate personality improvement.

Barbaros, Mehmet and Sahin (2017) investigated how undergraduate students' personality characteristics and sense of self-worth could forecast their ability to forgive. This research explored the relationship between these psychological factors and the capacity for forgiveness amongst university students. The researchers aimed to ascertain whether these factors could serve as indicators of forgiveness in university students. Employing a descriptive survey approach, the investigation involved 32 undergraduate participants. To gather data, the researchers utilised three instruments: the adjective-based Personality scale developed by Bacanlı, İlhan and Arslan (2009), the Rosenberg self-esteem scale, and the Heartland forgiveness scale created by Thompson, Snyder and Hoffmann (2005). The findings revealed a correlation between the five-factor personality traits, self-esteem, and the students' propensity for forgiveness.

A study conducted by Nuri Tok (2019) examined the connection between personality traits and social loafing behaviours amongst trainee teachers. The research aimed to investigate how personality characteristics relate to social loafing tendencies in aspiring educators. Employing a descriptive correlational survey approach, the researcher selected 166 students from an education faculty and 155 students enrolled in a teaching certification programme at a Turkish state university, resulting in a total sample of 321 participants. The study utilised a five-factor personality scale and a social loafing scale to gather data. The findings revealed a significant negative correlation between personality traits and social loafing behaviour.

OBJECTIVES OF THE STUDY

1. To examine Social Maturity amongst students in the eleventh standard

2. To investigate Personality traits of pupils in the eleventh form
3. To compare Social Maturity between government and private school students in the eleventh year
4. To contrast Personality characteristics of government and private school learners in the eleventh grade
5. To assess differences in Social Maturity between male and female students in the eleventh standard
6. To evaluate disparities in Personality between boys and girls in the eleventh form
7. To explore the correlation between Social Maturity and Personality levels of students in the eleventh year of schooling

HYPOTHESIS

1. No substantial variation is expected in the Social Maturity of secondary school pupils in the eleventh standard.
2. The Personality of eleventh standard secondary school students is not anticipated to show any meaningful disparity.
3. Government and private school students in the eleventh standard are not likely to exhibit significant differences in Social Maturity.
4. No notable distinction in Personality is foreseen between government and private school students in the eleventh standard.
5. Boys and girls in the eleventh standard of secondary school are not expected to display significant differences in Social Maturity.
6. The Personality of male and female eleventh standard secondary school students is not predicted to vary significantly.
7. It is expected that there will be a relationship between Social Maturity and Personality amongst pupils in the eleventh form of secondary education.

SAMPLE AND POPULATION

The research sample comprised 100 pupils from the 11th standard, equally divided between government and private senior secondary schools in Tiruvannamalai District, Tamil Nadu. The selection included an equal distribution of male and female students from both school types.

SAMPLE OF THE STUDY

RESEARCH TOOLS USED

Social Maturity scale by Nalini Rao (2018)

Personality scale by H.J. Eysenck (1993)

Table 1.1 Comparison of Social Maturity Levels between Government and Private Senior Secondary School Students in Year 11

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

The average Social Maturity score for eleventh standard students in government senior secondary schools is 250.86, whilst for private schools it is 250.20. The standard deviation for government senior secondary school eleventh standard students is 23.453, compared to 21.236 for private school students. To ascertain the difference between these two groups, a t-value was computed. The resulting t-value of 0.33 was found

to be significant at both the 0.01 and 0.05 levels.

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

Table 1.2 Comparison of Personality Differences between Public and Private School Students in Year 11 of Senior Secondary Education

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 average Personality score for eleventh standard students in government senior secondary schools was 50.44, whilst for private schools it was 52.30. The standard deviation for government senior secondary school students was 13.117, compared to 14.245 for private school students. To determine the difference between these two groups, a t-value was computed, resulting in 0.84, which was found to be significant at both the 0.01 and 0.05 levels.

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

Table- 1.3 The average difference in social maturity between male and female students in the eleventh year of senior secondary education

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 average Social Maturity score for eleventh standard boys in senior secondary school is 252.12, whilst for girls it is 252.94. The standard deviation for boys is 21.393, and for girls it is 23.425. To determine the difference between these two groups, a t-value was computed, resulting in 0.183, which was found to be significant at both the 0.01 and 0.05 levels.

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

Table- 1.4 The average difference in social maturity between male and female students in the eleventh standard of senior secondary school.

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

In a study of eleventh standard students at senior secondary schools, the average Personality score for boys was 51.14, whilst for girls it was 51.60. The standard deviation for boys was 14.373, compared to 13.040 for girls. To determine the difference between these two groups, a t-value was computed. The resulting t-

value of 0.168 was found to be significant at both the 0.01 and 0.05 levels.

“To find out the relationship in Social Maturity and Personality senior secondary school eleventh standard 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)

For eleventh standard pupils in senior secondary schools, the Coefficient correlation score of Social Maturity is 1, whilst that of Personality is 0.094. Conversely, the remarks for Social Maturity amongst these students stand at 0.094, and for Personality, it is 1.

CONCLUSION AND SUGGESTIONS

The findings indicate that eleventh standard students in senior secondary schools exhibit average levels of social maturity and personality development. The outcomes suggest that these students possess satisfactory social maturity and personality traits. Furthermore, all eleventh standard pupils in senior secondary institutions are deemed to be socially mature individuals with well-developed personalities.

1. Given that this research was conducted with a limited number of participants (N=100), it is recommended that future studies employ a larger sample size for more comprehensive results.
2. The research was confined to students in the eleventh standard. Further comprehensive investigations could be carried out across various age groups, ranging from junior to university level, to identify patterns in personality effectiveness and social maturity.
3. This research was confined to students in Tiruvannamalai. Future investigations could extend to other urban areas as well.
4. This research focused exclusively on adolescents attending government and private educational institutions. Future investigations could extend the scope to encompass both rural and urban regions within the city.
5. The research could be expanded by incorporating additional variables.

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