SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS IN TRIBAL AREA OF WAYANAD DISTRICT

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MASTER OF EDUCATION

by

ANU K ANTO

FAROOK TRAINING COLLEGE
RESEARCH CENTRE IN EDUCATION
UNIVERSITY OF CALICUT
2019 - 2021

DECLARATION

I, **ANU K ANTO.**, do hereby declare that this dissertation entitled, "**SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS IN TRIBAL AREA OF WAYANAD DISTRICT"** is a record of original research work done by me under the supervision and guidance of **Mr. NOUFAL C.** Assistant Professor, Farook Training College Kozhikode and has not been submitted by me in this university or any other university for the award of any Degree/Fellowship or recognition before.

Farook Training College

Date: **ANU K ANTO.**

Mr. NOUFAL C.
Assistant Professor
Farook Training College
Calicut

CERTIFICATE

I, **Mr. Noufal C.,** do hereby certify that this dissertation entitled "**SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS IN TRIBAL AREA OF WAYANAD DISTRICT"** is a record of bonafide study and research carried out by **ANU K ANTO.,** of M.Ed. Programme (2019-2021) under my supervision and guidance and has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College
Date:

Mr. NOUFAL C.
Supervising Teacher

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Farook Training College   Anu K Anto.

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INTRODUCTION

In Psychology, Maturity means the ability to the respond to the environment in an appropriate manner. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one lives in.

The word, Maturity has usually been used in two ways. Firstly, in reference to behavior that is consistent with the standards and expectations of adults and secondly, references to appropriate behaviors according to the age of the person under observation. Marianne Williamson defines "Maturity includes the recognition that no one is going to see anything in us that we don't see in ourselves. Stop waiting for a producer. Produce yourself "(Varon 2014).

The word Social Maturity is composed of two word 'Social' and 'Maturity'. By Social means 'living in communities' and Maturity means 'adjust socially'. Thus, the Social Maturity permits more detailed perception of the social environment that helps adolescents to influence the social circumstances and develop stable patterns of social behavior. Therefore, Social Maturity means maturity in the social relationship of building good relationships with family, friends, neighbors and all other people living in our society. According to Wentzel (1991) Social Maturity is an 'adherence to social rules and role expectations'.

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 students about those customs, rituals, different customs and values. So, John Dewey (1907) 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 he spends 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.

The term tribe is used in many different contexts to refer to a category of human social group. The predominant usage of the term is in the discipline of anthropology. The definition is contested, in part due to conflicting theoretical understandings of social and kinship structures, and also reflecting the problematic application of this concept to extremely diverse human societies. The concept is often contrasted by anthropologists with other social and kinship groups, being hierarchically larger than a lineage or clan, but smaller than a chiefdom, nation or state. These terms are equally disputed. In some cases tribes have legal recognition and some degree of political autonomy from national or federal government, but this legalistic usage of the term may conflict with anthropological definitions.

There are many laymen and vague definitions for describing a tribe but let us take a look at verified one. From ancient Rome, the term tribe has its origin, where the word Tribus denoted a division within the state. According to Oxford

Advanced Learner's Dictionary, Tribe is a group of people of the same race, and with the same customs, language, religion, etc., living in a particular area and often led by a chief.

At present we usually take tribes in comparison with civilization but our history was different. So to study tribes in India, anthropologists go back to ancient or medieval times. There are two approaches evolutionary and historical. Both are prominent as an evolutionary approach is meant to discuss the process of tribal succession with time whereas the historical approach is confined with that exact time. Tribes of India are different on the basis of socio-economic and political development. At present we often regard tribes as mentioned in the Scheduled Tribes list. Most commonly the people living in solitude with localized groups are tribal by Indians. In India, the tribal people have known here as Adivasi a modern Sanskrit word that carries the specific meaning of being the original inhabitants of a given region.

Under Article 342 of the Indian Constitution,1) President of India specifies the tribes or tribal communities or parts of or groups within tribes or tribal communities which shall for the purposes of this constitution be deemed to be Scheduled Tribes in relation to that State or Union Territory, as the case may be. 2) Parliament may by law include un or exclude from the list of Scheduled Tribes specified in a notification issued under clause (1) any tribe or tribal community or part of or group within any tribe or tribal community, but to save as aforesaid a notification issued under the said clause shall not be varied by any subsequent notification.

Need and Significance of the Study

Social maturity helps to overcome shyness and anger. Feelings and ideas can be expressed in an honest way, which make the relationship more genuine. The socially awkward student is likely to mis respond to teachers as well as to another student. The resulting anxieties and bewilderment can themselves interfere with their ability to learn effectively.

Individuals influence each other by means of imitation, suggestion, and sympathy. It is occurred through social interaction such as price and blame, co-operation and conflict, submission and ascending. Social maturity is an index of social interaction. Thus, it is basic ingredient of socialization. Along with the families, schools as of the major agents for socialization are increasingly being calls upon by play their part in improving the health and psychological well being of the young.

One of the more significant concerns of modern society is how to produce competent and self respecting citizens. Social maturity is a measure of the developmental competency of an individual with regard personal adequacy; inter personal adequacy and social adequacy. Without social maturity a personal cannot function as a healthy adult. A high degree of social maturity has something to do with a high degree of social skills.

School should prepare students for an effective social life, because in future they have to deal with different types of people and their social problems. There are a number of factors, which may influence social maturity of a student. Such as his culture, family background, schooling relationships interaction with

the society etc influence the social maturity of the student. There is a need for social maturity among higher secondary school students. Tribal students normally lack social exposure that the other students might have been exposed to. As it is a crucial stage in their development, higher secondary school students are expected to develop certain social skill through interaction with their peers who come from different back ground. As far as tribal students are concerned it is reported that they lack this opportunity to interact with peers from different back ground. This may create problems in their future life too. Social maturity of Higher Secondary School at tribal area is to be examined as they lack multi cultured social exposure. So It is important to know how much social maturity do these students have. The present study is intended to find out the social maturity of higher secondary school students in tribal area of Waynad district.

Statement of the Problem

The aim of the present study is to find out social maturity among higher secondary school tribal students. The study is titled as **Social Maturity of Higher Secondary School Students in Tribal Area of Waynad District.**

Definition of Key Terms

The major terms used in the title have been operationally defined below:

Maturity

According to Samuel Ullman, "Maturity is the ability to think, speak and act your feelings within the bounds of dignity. The measure of your maturity is how spiritual you become during the midst of your frustrations".

Social Maturity

Social maturity is the process of appropriate attitudes for personal, interpersonal and social adequacies of an individual which are essential for functioning effectively in the society.

Hurlock says that a socially mature individual conforms not so much because he approves of existing patterns of behaviour or because of fear of others but to realize that each individual must be willing to fit his wishes into the pattern approved by the group as a whole.

Higher Secondary School Students

In the study the term higher secondary school students refers to students studying in standard 11 and 12 classes as per Kerala syllabus. In the present study students of standard +1 and +2 from tribal area of Waynad district were taken as higher secondary school tribal students.

Variables of the Study

The study has a single variable that is Social maturity

Classificatory variables

The different classificatory variable used to sub divide the total sample are:

- Gender
- Subject

Objectives

The objectives of the study are;

1. To study the level of social maturity among higher secondary school students in the tribal area of Waynad district.

2. To find out whether there exists any significant difference in the social maturity of higher secondary school students in the tribal area of Waynad district based on:

   a) Gender

   b) Subject

Hypotheses

Following hypotheses were formulated based on the objectives;

1. Higher secondary school students in the tribal area of Waynad district have satisfactory level of social maturity.

2. There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on gender.

3. There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on subject.

Methodology

Methodology is vital part of any research as it guides the way to proceed. The methodology used for the present study is given briefly under the following headings.

Design of the study

The method used for the present study is **survey method**, which comes under the relevance of descriptive research.

Population and Sample

The population for the study is higher secondary school tribal students in Waynad District. Samples were selected from plus one and plus two students studying in tribal area of Waynad District of Kerala. The investigator selected 66 students as sample for the study to represent total higher secondary school tribal students in Waynad District.

Tool used for the Study

The Investigator developed Social Maturity scale with the help of her supervising teacher to assess the level of Social Maturity among higher secondary school tribal students.

Statistical Techniques used

The important statistical constants mean median, mode, standard deviation, skewness and kurtosis for the total sample and relevant sample were

worked out to find out whether the scores were normally distributed. The following statistical techniques were used for major analysis

1. Test of significance between means score.

2. Analysis of Variance.

Scope and Limitations of the Study

In the present study investigator tried to know the Social maturity of Higher Secondary School Students in Tribal Area of Waynad district**.** Study is the great opportunity to know more about research. The investigator collected the opinion of supervising teachers and research scholars on the quality of educational research including different aspects of research area. It helped to get deeper insight to the quality concerns in educational research. The investigator hopes that the present study will be helpful to the new researchers for knowing the present condition and also for bringing improvement in educational research.

The present study was conducted to find out Social maturity of Higher Secondary School Students in Tribal Area of Waynad district. The influence of gender and subject of study on Social maturity of Higher Secondary School Students in Tribal Area of Waynad district was investigated.

Scope

The **scope** of the present study is given below.

1. The variable selected for the study is relevant in the present situation.

2. The variable Social Maturity is treated with its all dimension. The investigator could ascertain that all the aspect of the variable are considered for the study.

3. It is true is accordance with the approved norms the techniques of sampling helped the investigator to avoid any bias or prejudice regarding the subject of the study.

4. The tool was found to be valid for purpose.

5. Approval statistical techniques were used to analyze and interpret the data. Hence the findings of the study are general sable.

Limitations

1. It took a lot of hard work for investigator to complete research during this pandemic situation.

2. The investigator was compelled to reduce the number of sample size and numbers o statements in the tool due to the difficulty arisen out of Covid affected pandemic situation as the majority of tribal students lacks proper online facility. It might have affected the result of the study.

3. The Study was conducted with in limited period of time

4. Data were collected from the sample online. Though extreme care was taken to make the statements so simple the investigator could not get chances to contact the samples directly and to clarify their doubts.

5. Only the influence of variable like gender and subject of study on Social Maturity was investigated. No attempt was made to

investigate the influence of other variables

Organization of the Report

The research report consists of five chapters. They are,

Chapter I : Presents a brief introduction to the problem, definition of key terms, objectives, hypothesis, methodology, scope and limitations of the study and organization of the report.

Chapter II: Presents the theoretical overview and review of related studies.

Chapter III: The methodology of the study has six sections. They are variable selected, the tools used for the collection of data. Sample for the study, data collection procedure, scoring and consolidation of data and statistical techniques used.

Chapter IV: Analysis and interpretation consists of details of statistical analysis of data and interpretations.

Chapter V: Summary, conclusion and suggestion in the last chapter. It includes restatement of a problem, objectives of the study educational implications and suggestions for further research in this area

Bibliography

Referred books and journals.

Appendices

It involves social maturity scale final questions.

REVIEW OF RELATED LITERATURE

➤ *Theoretical Overview of Social Maturity*

➤ *Studies Related with Social Maturity*

➤ *Conclusion*

REVIEW OF RELATED LITERATURE

Review of related literature is an important component of any research. A careful review of the researches reported in journals, books, dissertations and other source of information, related to the problem to be investigated is one of the important steps in the planning of any research study. The summary of related literature provides better understanding of the problem which helps the investigator in involving insights to build new approaches to the problem that is selected.

Related literature implies locating, reacting and evaluating reports of research as well as reports of casual observation and opinion that are related to individuals planned research report (Aggarwal, 1966)

Review of related literature throws more light on the problem undertaken in the research. It help the investigator to acquire better knowledge of the methodology in carrying on research .The findings revealed in the research studies help to have better understanding of the problem. Best (1977) has said, "Man build upon accumulated and recorded knowledge of the past a familiarity with the literature in my problem or area help the student to discover what is already known, what others have attempted to find on, what method of attack have been promising and what problems remain to be solve"

According to Khan (2007) "Since effective research is based up on past knowledge, review of related literature helps to eliminate the duplication of what has been done and provide useful hypotheses and helpful suggestions for significant investigation."

Review of literature is one of the prominent steps in research process. The purpose of the literature review is to examine the literature pertinent to research question and to inform the reader of the rationale for the study. In addition, the literature review will provide the reader with a conceptual frame for the study. It helps in knowing the difficulties encountered by the scholar and also finding out remedial measures to escape from the pitfalls and it would necessary for the determination of significance of the proposed study.

A literature review is the process of locating, obtaining reading and evaluating the research literature in the investigators area of interest. There are several important reason for conducting a literature review, the prominent of them is to avoid needless duplication of effort. In order to get an insight to the theoretical background of the subject of study, related literature theoretically reviewed. For this purpose the investigator review the theoretical aspect of language learning and language learning anxiety process in the following section. The result of the review is summarized in this chapter. For convenience this has been attempted under two sections.

1. Theoretical overview of Social Maturity
2. Studies Related with Social Maturity

Theoretical Overview of Social Maturity

Social maturity is what enables us to function as healthy adults. Without it, we end up having a difficult time ourselves, or causing a lot of difficult times for other people. A high degree of social maturity has something to do with a high degree of social skill, but these two things are not the same. A sociopath can

evidence a lot of slick social skill, but that sociopath's ability to accurately represent the reality of the social word (e.g., to care about the fact that other people have feelings and lives) is likely to be severely delayed , and thus we would have to consider the sociopath to be fundamentally socially immature. Socially immature people are a blast at keg or cocktail parties, and make for exciting lovers, but due to their essential selfishness, they simply suck as spouses, and parents and grandparents, and as leaders of any variety.

Children are by definition, 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 'dramatic-erratic' personality disorders, including Narcissism, Borderline, Histrionic and probably also Antisocial Personality Disorders. Social immaturity is also quite frequently associated with long term alcoholism and/or drug abuse which began in youth, and is frequently encountered by therapists treating clients who have been abused as children.

The term "immature" is sometimes used as an epitaph or derogatory term and I want to be clear here that I do not mean to use it in that sense. Some people

might think I'm disrespecting personality disordered people to claim that they are socially immature, but that would be a wrong interpretation. What I am trying to suggest is that there really are states or stages in a developmental progression towards social maturity on which people's behavior can be categorized and that many personality disordered people act as though they are far less socially mature than their chronological age would suggest.

An adolescent personality is affected constructively or adversely by the impact upon his personal potentials by the people whom he is surrounded. The adolescents' interaction with the social milieu might seem to be repetitious. For this task an adolescent faces some problems which are mainly brought about by both personal and environmental factors.

A healthy adolescent with a normal physique develops self-confidence and a sense of self-respect; On the other hand, an individual suffering from illness or having poor health or any physical deformity develops a feeling of inferiority and feels differently in social adjustment. Emotional adjustability is one of the very important elements of social maturity.

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.

The most marked changes in adolescence are the place of adolescents in a family and the reputation he enjoys with his parents. He will be assigned with

some social responsibilities. He starts identifying himself with adults and tries to do the roles of an adult. The most marked and important development appears in his relationship with the members of opposite sex. In childhood boys play with boys and girls with girls. While in adolescence there is heterosexual trend in companionship. The adolescent boys and girls form a group based on their common interest and goals. The child's social adaptations are gradually achieved through continuously changing stages in the progress toward social maturity.

Robert Kegan is a psychologist that centers in the developmental realm. Working in Harvard, he was inspired by Piaget's stage theory. He has proposed a stage theory of his own, but centered on how we reach what he calls social maturity. Which is maturity in the social context, as the name indicates, that is, detaching itself from the concept of biological development.

In his book, *The evolving Self (1984)*, Kegan states his developmental theory. The way his theory is presented has a heavy philosophical influence. According to him, there is a life-long process of *meaning-making* that goes through different stages. In each of the stages, there is an evolutionary truce (or evolutionary balance) that opposes at the same time an achievement and a constraint between the self and the others (in psychological terms) or the subject and the object (in philosophical terms).

In "The Evolving Self", Kegan described a theory of how people become progressively more socially mature across their lifespan. Though a wholly original and creative contribution, Kegan's theory borrows heavily from earlier developmental theorists, most notably from Jean Piaget, the genius swiss

psychologist who practically invented modern developmental psychology. In order to understand Kegan's theory of social maturity, we first have to understand Piaget's earlier theory of cognitive (e.g., having to do with the ability to think) maturity, as the core ideas from Kegan's work are essentially Piaget's ideas which have been reworked, broadened and abstracted, and applied to the social realm.

In the book, Kegan presents a total of six evolutionary balances (incorporative, impulsive, imperial, interpersonal, institutional, and interindividual). The object or others of each balance is the subject or self of the preceding balance. In this sense, Kegan is a constructive-developmental psychologist, which means that whilst he believes that there is a constant conflict between the individual and the environment; this conflict is not static, and the situation is being constantly negotiated and resettled as life events take place. He classifies each stage into a culture of embeddedness (similar to Holding environment in Donald Winnicott's theory). A culture of embeddedness (CE) is simply the environment that holds us at a particular stage of our life, and that influences how we develop as individuals in that particular stage. It inevitably varies, and each stage of Kegan's theory as a different CE that the individual (generally) belongs to.

- Incorporative: The subject is the reflexes, sensing, and moving, the object has still not developed. At this point there is in a beginning no sense of self, because the baby has no sense of self. The baby is embedded in the sensory experience, and that is all that it is aware of. Babies get practice of using their senses and reflexes, and therefore developmental representations of those

reflexes. The sense of self then emerges from the knowledge or the intuition that there are things in the world that are not the self (like a reflex and a sense). The culture of embeddedness is thus a mix of the sensory experience plus the mothering (or main caretaker) culture.

- Impulsive: The subject is impulse and perception, the object is reflexes, sensing, and moving. In this second period, Kegan refers to it as the social appreciation development, as well as the impulsive stage. This suggests that the child is embedded in its impulses (according to Kegan, those things that coordinate reflexes). The self in this stage of life would be comfortable expressing impulses like "hunger" or "sleep". Babies, whilst aware that they can fulfill a need by actions, are not yet aware that other people exist as independent creatures.

- Imperial: The subject is enduring, disposition, needs, interests, and wishes. The object is impulse and perception. The children realizes now that it has needs, rather than it IS needs, and therefore starts manipulating in order to fulfill them, the realization that other people have needs is not there yet.

- Interpersonal: The subject is mutuality, and interpersonal concordance. The object is enduring, disposition, needs, interests, and wishes. This stage starts when the children becomes aware that there are other people in the world whose needs have to be taken into account. This expansion of perspectives starts with including those people close and important to the child, to progressively incorporate more and more people. The fact that the child is aware that those needs exist does not mean that it will take the needs into account. Some children will conclude that their own needs are more

important, whilst others will conclude that other people's needs should take priority over them.

- Institutional: The subject is personal autonomy, and self-system identity. The object is mutuality, and interpersonal concordance. This stage begins when the child realizes that there exists some sort of guiding principle that can be established to determine which needs take priority over others. We can call these the first values of the child and commitment to ideas and beliefs. The sense of self becomes "institutionalized" and can be expressed for example as "being honest". For many people, social maturity can stop at this stage; as Kegan says, this is the stage of conventional adult social maturity.

- Interindividual: The subject is interpenetration of systems. The object is personal autonomy, and self-system identity. The last evolution of social maturity occurs when the child (or most likely an adult) begins to realize that there is more than one way of being "honest" (for example). This means that someone that has reached the interindividual stage, is able to hold both generic and counter-cultural or counter-intuitive value systems at the same time, or at least understand that they exist and accept this.

Kegan created these stages in his book and his theory with the objective to help therapy based professions understand in a more profound way in which "social setting" a particular patient might be in. As Kegan says, he wants to give a broad, developmental framework for empathizing with their clients different ways of making sense of their problems.

Studies Related With Social Maturity

Man is a social being and his existence, without social set up can"t be imagine and family members, neighbours, peer group, society etc expect him to behave in a socially acceptable manner and to learn the ways to interact with them. This ability to function in an appropriate responsible manner while understanding the social rules and norms in a place in a given culture and is the ability to use that knowledge effectively is known as Social Maturity. It is the ability to use knowledge effectively. It is the ability to tolerate and adjust the frustration with stress while attain tolerant outlook, a satisfactory life philosophy that enables to satisfy physical as well psychological needs. So maturity produces a climate of trust, harmony , active co- operation and a peaceful co-existence as well as quality of adjustment while social immaturity produce a climate of fear, discord and confrontation and one war after another. Self- care skills, healthy social interactions and appreciation for other feelin gs are some indicators of social maturity in certain age groups.

Social Development is one of the major developmental states in which adolescence pass through during transitional period from the childhood to adulthood. It means the attaining of maturity in social setting. The foundation of socialization is laid during the childhood years and the adolescence is expected to build on these foundations and the attitudes and behaviour that will fit him to take place in the adult world. The social group expects him to be socially matured when he becomes adolescence by establishing more mature relationship with age–

mates of both sexes and desires to achieve socially responsible behaviour develop intellectual skills and the concepts necessary for civic competency.

According to C.V Good Dictionary, the degree to which an individual has acquired the social and socialized behaviour that are usual and expected for his age and status, or the socially behaviour characteristics of the supposedly typical adult member of a society.

Raj. M (1996) defines Social Maturity as the level of social skills and awareness that an individual has achieved related to particular norms related to age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, problem solving and judgment. Social responsibility also was a sub-trait of social maturity defined as adherences to social rules and role expectation

Vora (1980) was conducted a study on "Social Maturity of students of colleges of Education" with the objectives (i) to study the between student teacher from rural and urban areas. (ii) To study the difference between male and female student teachers .This study was found that student teachers coming from the urban area were more mature than student teachers from the rural area as well as male student teachers were superior to female student teachers.

Saovaluk (1983) conducted a study on "A study on Social Maturity as a function of Psycho-socio adjustment of B.Ed college student of North Central Region of Thailand." and found that B.Ed college students with high socio-economic background were socially more mature than those coming from low socio-economic status.

Sabapathy (1986) conducted a study on "A study on Relation of Social and Emotion Maturity of standard X student in their Academic Achievement." This study was found that Social and Emotion Maturity was positively and significantly related to achievement in individual subject and total academic achievement.

Asthana (1989) conducted a study on "Social Maturity among school going children in the city of Luck now." and found that Social Maturity increased with increase in grade level, the growth rate being highest in the first school year.

Angement and Man (1989) conducted a study on "Relationship among Intelligence, Gender, Social Maturity and School Readiness." This study was found that school readiness was related to intelligence and sex but not Social Maturity.

Sarojama (1990) conducted study on "Reading ability and Social Maturity of over, normal and underachievers of Class VII", it was found that there was significant difference in the reading ability of normal and underachievers, over and normal achievers, girls and boys and students having high and low social maturity.

Mulia (1991) conducted a study on "A study on Social Maturity of Higher Secondary Student in the context of their streams, sex and DIQ." It was found that there was no significant difference in Social Maturity among students of the three streams and between two sexes while DIQ had main significant effect on Social Maturity, Streams and Sexes.

Yadav (1992) conducted a study on "A Study on Social Maturity of Teachers before and after Training." and found that teacher"s trainees increase in all dimension including social Maturity except for selfdirection, personal adequacy.

Goh and Felthudse (1994) conducted a study on "Relationship among hardship potential, social Maturity, creative intelligence and Academic Achievement among Adolescent in U.S. and Singapore", the study was found that there is positive correlation social maturity and intelligence.

Pathak et.al (1995) conducted a study on "Motor development, Mental Development and 15 Environmental components as independent variables and social Maturity as the dependent variable". In this study of 89 infants assessed at 3, 6, 9, 12, 18, 24 and 30 months. In this study it was found that a child having educated parents, an elderly mother with commitment for outside work and a father occupied in work related to learning or skills with managerial freedom was contributing positively to development of social maturity.

Emery (1997) conducted a study on "A study on effect of Educational Placement on Academic achievement, Social Maturity and Motivation for students with mild retardation." This study was found that there is no significant difference on the dependent variables of achievement and social behaviors.

Gao (2001) conducted a study on "A Study on comparison the social Maturity of preschool children with cerebral palsy of Japan and China." The study was found that the social maturity level was lower in the Chinese children than in

the Japanese. The children who were under collective cares were higher on the scale of Social maturity than those children who are provided care in their homes.

Kaneko and Okamura (2006) conducted a study on "Social Maturity, selfperception and associated factors, including motor coordination of children with attention deficit hyperactivity order". They found that most of the subjects had some degree of motor development and delay of social maturity. It was also found that there is an association between social between social maturity and static dynamic balance, which was one of the indices of motor co-ordination.

Landis et .al (2006) conducted a study on "A study on cognitive Social Maturity, life change event and health risk behaviour among adolescence: Development of structural equation model." It was found that adolescents" social thought process was related to their recent life events, which in turn are related to their substance use behaviours.

Chand (2007) conducted a study on "A study on social maturity among student teachers." It was found that both male and female student teachers belonging to rural and urban localities did not differ from each other on personal adequacy and interpersonal adequacy dimensions of social maturity.

Anand and Bhanot (2007) conducted a study on "Social Maturity of rural, urban, parent"s education and occupational development in adolescent girl". The result of the study showed that socio-personal and socioeconomic factor like father"s and mother"s education factors are directly related to social maturity of adolescent girls of both urban and rural areas. So the study revealed that the socio-economic status of the family will help in developing the social maturity

Pooja (2008) conducted a study on "A study on impact of values on social maturity of senior secondary school students." This study was found that there was significant difference between the students studying in government and private schools with regard to 3 dimensions of social maturity. Female were better self-directed and had more ability to take stress than their male counter parts. It was also found that there was no difference between social maturity of students with regard to their values.

Athanimath Ganga Yegani, J.S (2010) conducted a study on "A study on Social Maturity and Depression Level of II PUC science student." with the objectives to know Social Maturity level of the II PUC science to students to measure the depression level of the student and to know the relation between the Social Maturity and depression among the student. The study was found that there is no significant gender difference among students on Social Maturity.

Surjit Singh and Praveen Thukral (2010) conducted a study on "Social Maturity and Academic Achievement." The result was found that there is significant relationship between social maturity and academic achievement of high school students. No significant difference was observed between boys and girls as well as rural and urban school students on the basis of social maturity.

Tinu Mariya Peter (2011) conducted a study on "A comparative study to assess social maturity among school age children at selected area of Timkur." This study was conducted with the objective to assess the level of social maturity among school going children by comparing students from rural and urban areas. It was found that there is varying degree of social maturity between rural and urban

in which urban students have high social maturity compared with the rural student.

Nazirul Hasnam and Parul Adlakha (2012) conducted a study on "Self – Esteem, Social Maturity and well –being among adolescents with and without siblings." This study was conducted with the objectives to investigate the difference in the level of self esteem, social maturity and well-being between adolescents with and without sibling and to investigate the variance counted by social maturity and self esteem in the well-being of adolescence without and without siblings. This study was found non-significant difference between adolescents with and without siblings on self-esteem and well-being. However, significant difference was found between adolescents with and without siblings on social maturity and showed significant contribution of social maturity and self-esteem together in well-being of adolescents without siblings, but independently they did not contribute significantly to their well-being.

Bhawna Sharma (2012) conducted a study on "A study on social Maturity, School Adjustment and Academic Achievement among residential school girls" The study was found that there is significant relationship between social maturity and school adjustment. Also, significant difference existed between the school adjustment of the three groups i.e. low high and average level of academic achievement.

Ritu (2013) conducted a study on "A study on Social Maturity of Senior Secondary School students in Relation to the personality." The main objective of the study is to know the relationship between social maturity and personality of

senior secondary school students. The study was found that there is a positive relationship between social maturity and personality of senior secondary school students and there is significant difference between social maturity and personality between male and female secondary school students.

Dinesh, Kumar. & Ritu. (2013) conducted a study on "A study on Social Maturity of Senior Secondary School students in Relation to the personality." The main objective of the study is to know the relationship between social maturity and personality of senior secondary school students. The study found that there is a positive relationship between social maturity and personality of senior secondary school students and there is significant difference between social maturity and personality between male and female secondary school students.

Arnab, Pan. (2014) conducted study on "Adjustment of Ability and Social Maturity between Secondary School Students in West Bengal." The finding shows that there is a significant difference in adjustment ability and social maturity in relation to their gender, strata and social economic status and there is a significant correlation between the adjustment ability and social maturity. This study helps all the institutional units especially the teacher to understand how institutional adjustment increases students social maturity.

Vijay, P. & Thilagavathy, T. (2014) conducted study on "A Study on Career Decision Making and Social Maturity of Graduate Students." The present study is on career decision making and social maturity of graduate students.

Suresh, Kumar. (2015) conducted study on "A Study of General Well-being in Relation to Social Maturity of Senior Secondary School Students." In this

study investigator observed that there is a significant relationship between social maturity and general well-being of school students. They are correlated each other. It found that there is a significant difference in mean score's of rural and urban students regarding their general well-being. Urban students have better social maturity in their rural counterparts.

Conclusion

From the review of literature, it is understood that Social Maturity is very important aspect in the development of person. It is very essential to know Social Maturity and immaturity of students and to give suitable inputs to improve their Social Maturity. It is also observed that a few studies have been conducted on social maturity of students in India and abroad but no study found in North East particularly in Shillong Town. Hence, the researcher has taken up in the present study.

METHODOLOGY

- ➢ *Variables Selected for the Study*

- ➢ *Objectives of the Study*

- ➢ *Hypotheses of the Study*

- ➢ *Design of the Study*

- ➢ *Sample Selected for the Study*

- ➢ *Tools Used for the Study*

- ➢ *Data Collection Procedure*

- ➢ *Scoring and Consolidation of Data*

- ➢ *Statistical Techniques Used for Analysis*

METHODOLOGY

Methodology is the procedure or technique employed in investigation of research study. For every piece of research work, methodology is of vital importance. The source of research work depends upon the suitability of the methods adopted and the tools and techniques used for collecting data. A suitable method helps the researcher to explore the diverse stands of the study and adequately measure so as to satisfy the requirement and thus it is the means to an end. The role of methodology is to carry on the research work on a scientific and valid manner. An inappropriate method leads to unsatisfactory result and disillusionment and so, mastery of the research methodology invariably enhances understanding of the research activities. The credibility of the research depends very much up on the credibility of the method used.

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. (Kothari, 2012)

A suitable methodology helps the investigator to measure the result accurately and to check whether he could reach the conclusion of objective. Method in research is a sequential step adopted for studying the problem with certain objectives. It helps to understand the various steps to be adopted in solving the research problem. The success of any research work depends largely up on the

suitability of the methods, tools and techniques the researcher follows together with the adequate data. The selection of research method to be used is of at most importance in the research procedure.

The present study is an attempt to understand the Social Maturity of Higher Secondary School Students in Tribal Area of Wayanad district.

The methodology of the present study is presented under following headlines;

3.1 Variables

3.2 Objectives

3.3 Hypotheses

3.4 Design Of The Study

3.5 Sample For The Study

3.6 Tools Used For Collecting Data

3.7 Administration Of Tool

3.8 Scoring and consolidation of data

3.9 Statistical techniques used for analysis

The detailed description of the each is followed.

Variables Selected for the Study

The present study made use of the following variables

Criterion Variable

The study includes only a single criterion variable

- ➤ Social Maturity

Classificatory Variable

The following are the variables used to classify the total sample into subsamples

- ➤ Gender
- ➤ Subject

Objectives of the Study

The following objectives were formulated for the study

- To study the level of social maturity among higher secondary school students in the tribal area of Waynad district.
- To find out whether there exists any significant difference in the social maturity of higher secondary school students in the tribal area of Waynad district based on

  a) Gender

  b) Subject

Hypotheses of the Study

★ Higher secondary school students in the tribal area of Waynad district have satisfactory level of social maturity.

★ There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on gender

★ There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on subject.

Design of the Study

The present study was designed to find out the Social Maturity of Higher Secondary School Students in Tribal Area of Wayanad District .The study was conducted through **survey method**, which involves the collection of data from a representative sample of population.

Sample Selected for the Study

The selection of sample is a prerequisite for the success of any research study. The dependability of any study is determined to a great extent by the selection of the sample. The sample selected should exhibit all the properties of the population it represents.

Experts like Mouly (1970). Comell (1960), Krech and Crutchfield (1988) and others have pointed out the importance of the seiection of sample the size of

the sample and the norms that should be fulfilled why selecting the sample for an investigation. The remarks of Goode and Hatt (1984) in their book "Methods in Social Research', says "There are only two basic meets for sampling procedure to fulfill, a sample must be representative and it must be adequate".

The population on the study is Higher Secondary School Students in Tribal Area of Wayanad District.

Size of the sample

The investigator conducted a study on the sample of 66 higher secondary school tribal students.

Techniques of the sampling

As a study requires representation of the sample from different strata, the investigator followed stratified random sampling. The sample was selected on the basis of Gender and Subject of Higher secondary schools.

Break- up of the Sample

- Gender – Male and Female
- Subject – Science, Commerce and Humanities

Table 1

Details of the Breakup of the Samples

Sl .No.	Samples		No of samples	Total
1	Gender	Male	38	66
		Female	28	
2	Subject	Science	22	66
		Commerce	22	
		Humanities	22	

Tool Used for Data Collection

Data collection is an important part of any research process. The name of the data to be collected helps the investigator to select appropriate tools for the study. For each and every type of research we need certain tools as instruments to gather new facts or to explore new fields. The tool of a research is the instrument that provide for the collection of a data upon which hypotheses may be tested. The success of any research study depends on the nature of the tools and techniques used. The use of the particular tools depends up on the type of the problem and "each research tool is appropriate in a given situations to accomplish a particular purpose" (Best, 1995).

In the present study the investigator used the following tool for data collection.

Social Maturity Scale (**Noufal, Anu 2021**)

Brief descriptions of the tools are given below:

Planning of the Scale

A systematic planning is the backbone of the construction of any valid research tool. As the first step a detailed investigation was conducted regarding the theory of social maturity and available standard tools in the areas were analyzed. With the help of supervising teacher the different aspect of social maturity was identified.

The investigator divided the entire aspect of Social Maturity in to 3 areas and prepared number of items from each area. After making a number of items in each area, the investigator discussed it with experts in this field and supervising teacher for further suggestions. With the help of supervising teacher the most appropriate items were selected from the pool of item prepared. Followed by the consultation of the experts in this field the tool name was fixed. The dimensions of the area covered in the tool are:

1. Personal Adequacy- a) Work Orientation, b) Self-Direction, c) Ability to take Stress

2. Interpersonal Adequacy- a) Communication, b) Enlightened Trust, c) Cooperation

3. Social Adequacy- a) Social Commitment, b) Social Tolerance, c) Openness to change.

Investigator standardized the tool according to the sample of study. Responses were taken on a 3 point rating scale of 'agree',' disagree' and 'undecided'.

Personal Adequacy

1. **Work Orientation** manifests in the perception of work related skills and development of proper attitudes towards work in terms of knowledge of standards of competence in performing tasks, capacity for experiencing pleasure in work leading to self –sufficiency.

2. **Self-Direction** manifests in one's capacity to independently act and exercise control over one's actions. This also involves the initiative an individual takes in directing himself and his actions with a feeling of security and full faith in one's efforts.

3. **Ability to take Stress** is an ability to exhibit appropriate emotional stability and react without embarrassing either himself or the group he is. It also involves ability to undertake challenging tasks with assurance.

Interpersonal Adequacy:

4. **Communication** involves an ability to understand, write to communicate and make clear meaningful speech and gestures. The ability also involves empathy which sensitizes the individual to the affective domain and demands effective communication.

5. **Enlightened Trust** includes a general belief that it is acceptable to rely or depend on others when need arises. It involves clear functioning of enlightened decision about whom, when and how much to trust.

6. **Cooperation** is an altruistic tendency to join others in their efforts in order to reach a mutually desirable goal. It involves ability to regard rules and practices more as reciprocal social agreement rather than a rigid, unchangeable law.

Social Adequacy:

7. **Social Commitment** involves a feeling of oneness with others, willingness to modify or relinquish personal goals in the interest of societal goals and also a readiness to invest in long term social goals.

8. **Social Tolerance** involves a person's willingness to interact with individuals and groups, who differ from him. Sensitivity to the rights of individuals and groups who differ from him, thus accepting the difference as a means of building up the out-group loyalties.

9. **Openness to Change** involves willingness to accept changes in the social setting and adapt oneself to the demands of these changes.

Preparation of Design

After identifying the dimensions of social maturity the investigator gave proper weightage to all dimensions. Extreme care was taken to pool out the different items corresponding the dimensions.

Preparation of the Draft Scale

After giving representation to each dimension draft scale was prepared in consultation with supervising teacher and followed by the review of related studies.

Table 2

Dimension Wise Distribution of Items in Social Maturity

SI No	Dimension	Item Numbers	Total Number of Items
1	Personal Adequacy	1,2,3,4,5,6,7,8,	8
2	Interpersonal Adequacy	9,10,11,12,13,14,15,16,17	9
3	Social Adequacy	18,19,20,21,22,23,24,25	7

Pilot Study

In order to ensure the relevance of item and to avoid ambiguity a pilot study was conducted on 10 tribal students. Modifications were made on the items on the basis of pilot study.

Try Out of the Scale

The draft scale was tried out on a sample of 50 higher secondary students to analyze the power of each item to categories the sample

Item Analysis

Item analysis was done in order to select items that are acceptable. The following stages were involved in item analysis.

The 50 response sheets obtained after the try out were scored and the total score for each sheet was noticed. The scripts were arranged in the descending order of the total score and the highest 27 percent and lowest 27 percent with respect to the total score were separated.

As the total number is 50 its 27 percent is 14 and hence top most and lowest 14 scripts were taken and the average of score obtained for each item by the upper group as well as the lower group were calculated separately. Discriminating process of each item was found by calculating t- value using the formula.

$$\text{t- value} = \frac{X_H - X_L}{\sqrt{\frac{\sigma 1^2}{N1} + \frac{\sigma 2^2}{N2}}}\text{t}$$

XH   - Mean of the first group

XL   - Mean of the second group

$(\sigma 1)2$ -   square of standard deviation of first group

$(\sigma 2)2$ - square of standard deviation of second group

N1   - size of first group

N2   - size of second group

Item with t- value greater than 1.75 were selected for the final scale.

The critical ratio (t-value) obtained for each item is given in the table.

Table 3

Social Maturity Scale

Sl No.	t- value	Remarks
1	3.32	Accepted
2	6.43	Accepted
3	4.58	Accepted
4	7.91	Accepted
5	1.20	Rejected
6	0.68	Rejected
7	4.76	Accepted
8	0.86	Rejected
9	9.78	Accepted
10	4.67	Accepted
11	7.98	Accepted
12	5.68	Accepted
13	7.89	Accepted
14	6.74	Accepted
15	5.84	Accepted
16	5.91	Accepted
17	1.27	Rejected
18	4.79	Accepted
19	3.76	Accepted
20	4.12	Accepted
21	4.20	Accepted
22	4.66	Accepted
23	4.82	Accepted
24	3.51	Accepted
25	6.97	Accepted
26	7.37	Accepted
27	5.38	Accepted
28	6.78	Accepted
29	7.89	Accepted
30	0.34	Rejected

Selection of Final Item

Items for the final scale were selected on the basis of t- value. An item with t- score equal or above 1.75 was accepted as good item. Out of 35items 10 were rejected and 25 were accepted. Then the final scale consisted of 25 items. (A copy of final scale is appended with.)

Reliability of The Test

Reliability is a standardization process of tool. It is an important quality of a research tool. The investigator established the reliability of present tool through test - retest method, in which the same tool was administered twice to same group after an interval of one week. The correlation of two tests was calculated by using the formula.

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{(N\sum X2 - (X)2(N\sum Y2 - (\sum Y)2}}$$

$\sum X =$ Sum of X Scores

$\sum Y =$ Sum of Y Scores

$\sum X^2 =$ Sum of the Squared X Scores

$\sum Y^2 =$ Sum of the Squared Y Scores

$\sum XY =$ Sum of the Products of Paired X and Y Scores

N   =   Number of the Paired Scores

Thus Correlation Coefficient was found to 0.816. This indicates that the scale is highly reliable

Validity

In order to establish content validity of the tool the investigator selected 3 components related to Social Maturity after consultation with the experts. Statements were prepared from each component with due weightage. The prepared items were given to experts for checking whether the items are suitable for constructing the ideas meant by the investigator. **Some s**uggestions and clarifications were given by the experts. On the basis of their suggestions modification were made. Also face validity was ensured for the present scale according to the recommendation of experts in this field.

Data Collection Procedure

Data were collected online by using Google form.

Scoring and Consolidation of Data

As the tool is a three point scale the subjects have to opt from three option Agree, Undecided and Disagree given with each statement. For positive statement score 3, 2,1 were given to their responses Agree, Undecided and Disagree and reverse score was applied for negative statement. Score of the variable was consolidated in the tabular forms for the further analysis.

Statistical Techniques Used for Analysis

The following basic statistical constants were calculated for preliminary analysis.

Arithmetic Mean

The mean of a distribution is commonly understood as the arithmetic

average. It is used when the scores are distributed systematically around a central point. It is useful whenever a measure of central tendency having a high degree of stability is required. It is computed by dividing the sum of all scores by the number of scores.

$$\text{Mean} = A + \frac{\Sigma fd}{N} \times C$$

A = Assumed Mean

f　= Frequency of each class

d　= Deviation of scores from assumed mean

C　= Class interval

N　= Total frequency

Median

Median is the middle score of the distribution. The median is point in an array, above and below which one half of the scores fall. The median of the total sample and sub sample were calculated by using the formula.

$$\text{Mdn} = l + [\frac{\frac{N}{2} - m}{f}]$$

Where

1 = Lower limit of the median class

N = Total number of scores

m = Cumulative frequency up to the median class

f = Frequency of the median class

c = Size of the class interval

Mode

The Mode is the score that occurs most frequently in a distribution. The mode of the total sample and subsample were calculated using the formula.

Mode = 3 Median - 2Mean

Standard Deviation

Standard Deviation is the most widely used measures of dispersion of a series. It is the square root of the variance and is always calculated from the arithmetic mean.

$$SD = c\sqrt{\frac{\Sigma fd2}{N} - (\frac{\Sigma fd}{N})2}$$

Where

SD = standard deviation

I = class interval

D = deviation of score from the assumed mean

F = frequency of each class

N = total frequency

Skewness

Skewness is the bending nature of curve. The distribution is negatively or positively skewned.

Skewness was found out by using the formula

$$SK = \frac{3(Mean - Median)}{SD}$$

Where

SK = Skewness

SD = Standard Deviation

Kurtosis

Kurtosis is the peaked nature of curve. The investigator calculated kurtosis of the total sample and the sub sample using the formula.

$$Ku = \frac{P75 - P25}{2(P90 - P10)}$$

Where

Ku   =   Kurtosis

P_{75} =   75th Percentile

P_{25} =   25th Percentile

p_{90} =   90th Percentile

p_{10} =   10th percentile

Major Analysis

The following statistical techniques were applied for conducting major analysis.

Test of Significance of Difference Between Mean

The statistical technique, test of significance of different categories is used to find out if there exists any significant difference between sub samples. The mean difference was computed by using the formula,

$$\textbf{Critical ratio (t) =} \quad \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 = Mean of the upper group

M_2 = Mean of the lower group

σ_1^2 = Square of standared deviation of first group

σ_2^2 = Square of standared deviation of second group

N_1 = Size of the first group

N_2 = Size of second group

ANOVA

Analysis of variance is an effective way to determine whether the mean scores of more than two samples differ significantly. The F-value was computed by using the formula.

$$F\ ratio = \frac{MS_b}{MS_w}$$

Where

MS_b= Mean square between

MS_w= Mean square within

ANALYSIS AND INTERPRETATION

- ➢ *Preliminary Analysis*
- ➢ *Major Analysis*
- ➢ *Conclusion*

ANALYSIS AND INTERPRETATION

Analysis and interpretation of data is a key part of a research report and is an extensive and comprehensive process intended to study the underlying relationships among various factors. Analysis is a process through which we examine the tabulated data, in order to find out the inherent facts or meaning pertaining to the study. It involves breaking down of existing Complex factors in to similar parts and placing the parts together in new arrangements for the purpose of interpretation. The process of interpretation states the findings of the study, its meaning and significance. Interpretation of qualified data depends on the appropriateness of the statistical procedure used for analyzing the data as on the nature of the other evidence and information. The data does not serve any purpose unless; it is carefully edited, systematically classified and tabulated, significantly analyzed and interpreted.

According to Mouly (1964) "Research data became meaningful in the process of being analysed and interpreted regard of how well the study is conducted and appropriate analysis can lead to appropriate conclusion". Drawing a dividing line between analysis of data and interpretation of data is difficult. If analysis involves data organizing in particular manner, then it is interpretive ideas that govern this task. The studywas intended to understand the social maturity of higher secondary school students in tribal area of Wayanad district .

The present chapter deals with the statistical analysis of the collected data and its interpretations. The data collected was analysed statistically with the reference to

the objectives of the study. The analysis procedures are explained under the following headings.

- Objectives of the Study

- Hypotheses of the Study

- Statistical Analysis of the Data

Objectives of the Study

The following objectives were formulated for the study

1. To study the level of social maturity among higher secondary school students in the tribal area of Waynad district.

2. To find out whether there exists any significant difference in the social maturity of higher secondary school students in the tribal area of Waynad district based on

a) Gender

b) Subject

Hypotheses of the Study

1. Higher secondary school students in the tribal area of Waynad district have satisfactory level of social maturity.

2. There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on gender

3. There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on subject.

Statistical Analysis of the Data

Preliminary Analysis

As the first step of analysis, important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis were computed for the total sample. This will help to get a general idea of the distribution of scores. The preliminary analysis was done to find out whether the total sample was normally distributed or not with regard to the criterion variable Social Maturity.

The statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis of Social Maturity for the total sample (N = 66) are presented in Table 4

Table 4

Summary of Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the Total Sample (N =66)

Variables	Mean	Median	Mode	Standard Deviation	Skewnes	Kurtosis
Social Maturity	64.38	65.50	69	5.352	-0.811	0.282

From the table 4, it is clear the values of mean, median, mode, of the distribution of total sample are almost the same with slight variation only. The value of standard deviation is 5.352. The value of skewness is -0.811, and is

negatively skewed. The value of kurtosis of the distribution is 0.282 which is higher than the standard value 0.263.

The statistical constants such as mean, median, mode, standard deviation, kurtosis and skewness were found out for the sub samples based on gender,and subject. The statistical constants for the social maturity based on sub sample are presented in table 5.

Table 5

Distribution of Statistical Constants of the Variable Social Maturity for Relevant Sub Samples

Sample	Gender		Subject		
	Male	Female	Science	Humanities	Commerce
Mean	64	63.89	66.18	61.73	65.23
Median	66	64	67	63	66
Mode	65	69	67	65	69
S.D.	5.556	5.08	4.12	6.39	4.38
Skewness	-1.04	-0.486	-0.79	-0.420	-0.339
Kurtosis	0.694	0.144	0.591	-0.65	-1.00

The analysis of above table reveals that the data obtained in the present study is suitable for the further analysis as decided earlier.

The statistical constants Arithmetic Mean, Median, Mode, Standard Deviation, Skewness and kurtosis for the variable social maturity. This preliminary analysis was done to find out whether the sample is normally distributed.
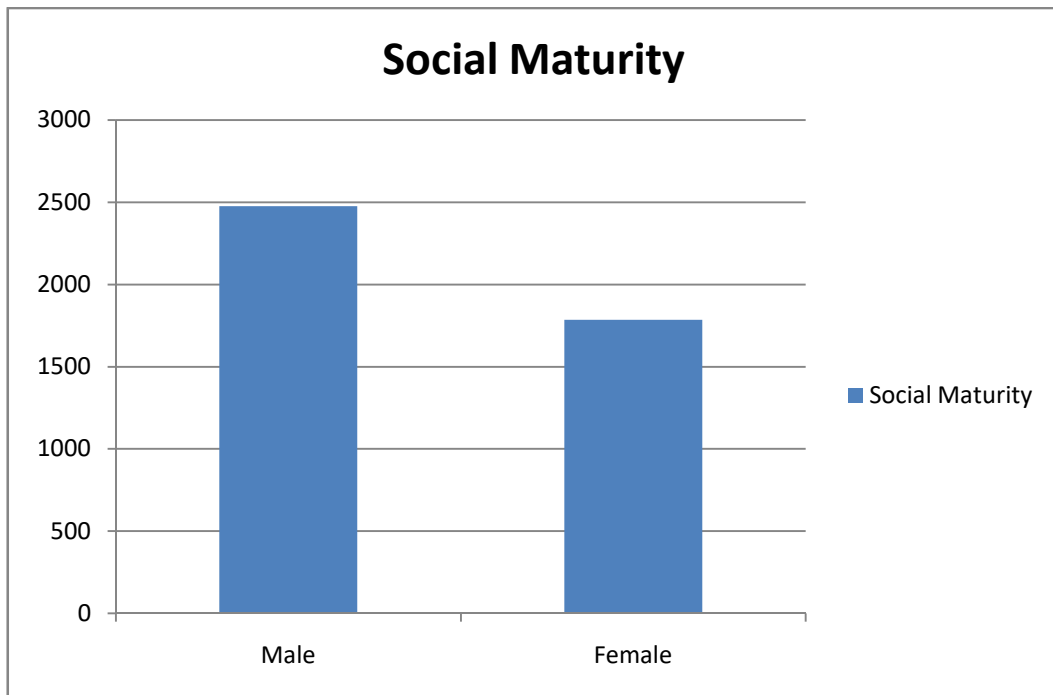
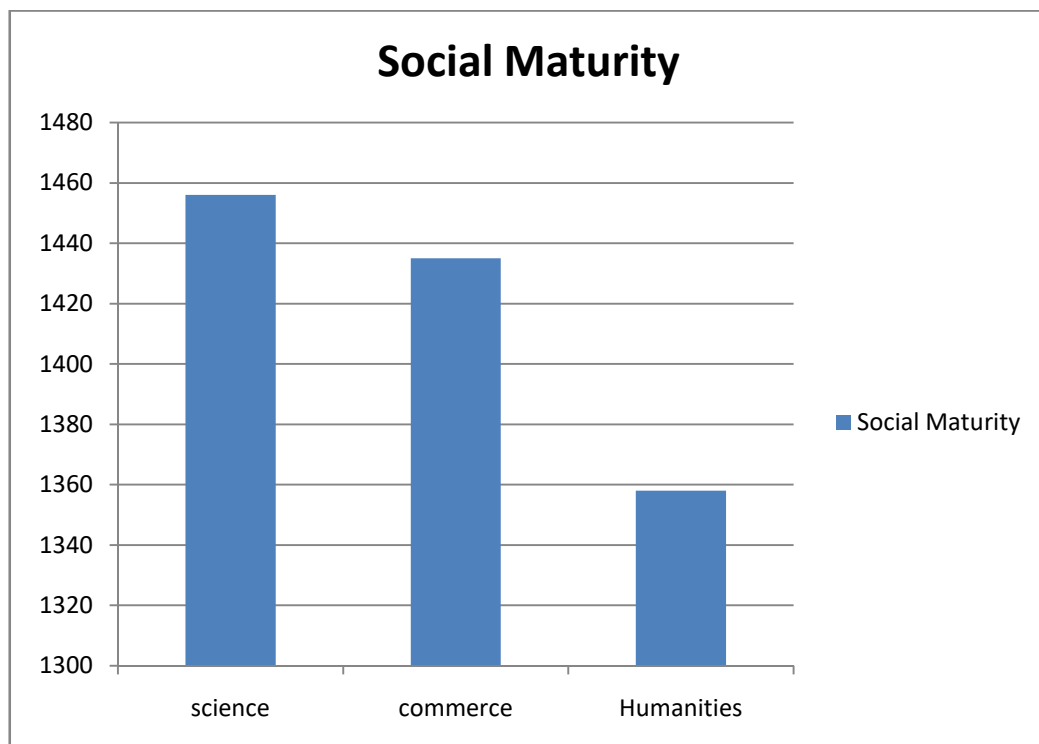*Figure 1:* Graphical Representation of Mean Scores Based on Gender

Figure 2: Graphical Representation of Mean Scores Based on Subject

Major Analysis

After preliminary analysis, the collected data were subjected to further statistical analysis to find out Social Maturity of tribal students and to compare social maturity based on different sub sample.

Level of Social Maturity among Higher Secondary School Tribal Students

The total sample of Higher secondary school tribal students has a mean score of 64.38 with standard deviation 5.352 The maximum possible score on the scale is 75 and the minimum possible score is 25 since it is a 3 point scale with 25 statements (25×3=75; 25×1=25) . The mean score obtained is 64.38 which shows that Higher secondary school tribal students have satisfactory level of social maturity.

Test of Significance of Difference Between Mean Score of Social Maturity among Higher Secondary School Tribal Students for The Relevant Sub Sample

The mean scores of Social Maturity were compared for the different sub sample based on the Gender and Subject . The details are as follows.

Comparison of the Level of Social Maturity among Higher Secondary School Tribal Students Based on Gender

The total samples were divided in to two groups male and female based on Gender. Mean score and Standard Deviation were calculated and they were subjected to test of significance between mean scores. The details are presented below in the table.

Table 6

Comparison of Mean Scores of Social Maturity based on Gender

Male			Female			t-value	Level of significance
N	Mean	S.D	N	Mean	S.D		
38	64.68	5.55	28	63.89	5.08	0.600	Not Significant

Discussion

Mean score of social maturity for Male was obtained as 64.68 and the standard deviation was found to be 5.55. Mean score of social maturity for Female was obtained as 63.89 and the standard deviation was found to be 45.08. It is clear from the table that the calculated 't' value is below table value to be significant at 0.05 level. This indicates that there exists no significant difference in the mean score of Social Maturity based on Gender. From the results it is clear that social maturity of tribal students is not influenced by Gender.

Difference in the Social Maturity of Higher Secondary School Tribal Students Based on Subject

On the basis of the Subject which higher secondary school tribal students study they were categorized in to three subject viz; Science, Commerce and Humanities. Analysis of Variance has been done to test whether there exist any significant difference in the mean score of higher secondary school tribal students based on subject.

Table 7

Data and Result of Analysis of Variance Based on Subject

Social Maturity	Sum of Squares	df	Mean Square	F	Level of significance
Between Groups	242.030	2	121.015		
Within Groups	1619.500	63	25.706	4.708	Significant level at 0.01
Total	1861.530	65			

Discussion

As shown in the table 7 the F- ratio among the mean scores of subject of Higher secondary school students was found to be 4.708 which is lesser than the tabled value required to be significant at 0.01 level. This means that there exist no significant difference in the social maturity of higher secondary school tribal students based on subject. From the result of the study it can be inferred that social maturity of higher secondary school tribal students has not been influenced by the subject.

Conclusion

In the study the investigator tried to find out the Social Maturity of Higher Secondary School Students in Tribal Area of Wayanad District. The data were collected from variance schools. The collected data were subjected to future statistical treatments. The statistical analysis yielded certain findings that are presented in the fifth chapter.

SUMMARY OF PROCEDURES, CONCLUSION, AND SUGGESTIONS

➢ *Study in Retrospect*

➢ *Major Findings*

➢ *Tenability of Hypotheses*

➢ *Educational Implication*

➢ *Suggestion for Further Research*

SUMMARY OF PROCEDURES, CONCLUSION, AND SUGGESTIONS

Analysis and interpretation of data is a key part of a research report and is an extensive and comprehensive process intended to study the underlying relationships among various factors. Analysis is a process through which we examine the tabulated data, in order to find out the inherent facts or meaning pertaining to the study. It involves breaking down of existing Complex factors in to similar parts and placing the parts together in new arrangements for the purpose of interpretation. The process of interpretation states the findings of the study, its meaning and significance. Interpretation of qualified data depends on the appropriateness of the statistical procedure used for analyzing the data as on the nature of the other evidence and information. The data does not serve any purpose unless; it is carefully edited, systematically classified and tabulated, significantly analyzed and interpreted.

This chapter of the research report provides a summary of the procedure and methodology adopted for the study, major findings of the study, tenability of the hypotheses, educational implications and suggestion for the further research in this area.

Study in Retrospect

The problem, the variable, the objectives, the hypotheses, and methodology for the present study are briefly rested below:

Restatement of the Problem

The problem of study is entitled as "**Social Maturity of Higher Secondary School Students in Tribal Area of Waynad district**".

Variables of the Study

The present study made use of the following variables

Criterion Variable

The study includes only a single criterion variable

- ❖ Social maturity

Classificatory Variable

The following are the variables used to classify the total sample into subsamples

- Gender
- Subject

Objectives of The Study

The following objectives were formulated for the study

- To study the level of social maturity among higher secondary school students in the tribal area of Waynad district.
- To find out whether there exists any significant difference in the social maturity of higher secondary school students in the tribal area of Waynad district based on :

a) Gender

b) Subject

Hypotheses of the Study

- Higher secondary school students in the tribal area of Waynad district have satisfactory level of social maturity.

- There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on gender

- There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on subject.

Methodology

Methodology is vital part of any research as it guides the way to proceed. The methodology used for the present study is given briefly under the following heading.

Design of The Study

The method used for the present study is survey method, which comes under the relevance of descriptive research.

Sample

Sample for the present study comprises 66 Higher Secondary School Students in tribal area of Waynad districts . 66 higer secondary students were selected from the tribal area of Waynad district.

Tool used for the Study

The tool used for the collection of data is Social Maturity Scale (Nowfal, Anu 2021)

Statistical Techniques used for Analysis

The analysis of data was done using the following statistical techniques.

- Preliminary analysis
- Test of significance of difference between mean
- ANOVA

Major Findings

- From the study it is clear that the level of social maturity among higher secondary school tribal students is satisfactory.

- There exists no significant difference in social maturity among higer secondary school students based on gender. Hence it can be interpreted that social maturity of higher secondary tribal students has not been influenced by their gender.

- The value obtained for ANOVA is lesser than the table value to be significant at 0.01 level. There exists no significance difference in the level of social maturity of Higher Secondary School Students based on subject.

Tenability of Hypotheses

Based on the major findings, the tenability of the hypotheses set for the study was examined.

Hypothesis (1)

- Higher secondary school students in the tribal area of Waynad district have satisfactory level of social maturity. It was found from the mean scores that higher secondary school students possess high level social maturity. Hence the 1st Hypothesis is **accepted**.

Hypothesis (2)

There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on gender. From the test of significance between mean score since 0.600 the obtained 't' value , is below the table value. It was found that the there is no significance difference among social maturity of Higher secondary school tribal students based on their Gender.

Hence the 2nd Hypothesis is **rejected.**

Hypothesis (3)

There exists significance difference in the level of social maturity of Higher Secondary School Students in tribal area of Waynad districts based on subject. From the analysis of variance since 'F' ratio 4.708 is below the table value to be significant at 0.01 level. It was found that the there exists no significance difference among social maturity of Higher secondary school tribal students based on subject at 0.0,5 level. Hence the 3rd Hypothesis is partially **rejected.**

Educational Implications

- Individual attention should be given to the students to help them overcome their shyness

- Students' regularity should be viewed strictly.

- Attractive infrastructural facilities should be provided.

- Co-curricular activities should also be given due weightage.

- The study will be helpful in understanding the level of development of social behaviour among the students.

- It will be helpful for school administrators to develop activities for students to develop social responsibility.

- It will help parents to develop insights to solve the social needs and problems of teenagers.

- Teachers influence their students' social maturity development through how and what they teach, and through the way they interact with students.

- Less competent teachers can learn techniques to improve their classroom management skills, increase their own repertoire of social maturity skills, and promote their students' social maturity development.

- One of the most effective ways to promote students' social maturity development in the classroom is implementing a coordinated set of direct and specific activities, techniques, and practices for social maturity learning and growth, either in the context of a social maturity learning intervention and/or beyond.

- Using a positive approach rather than a strictly disciplinary focus appears to be more effective for student behavior management and student motivation, in terms of the quality of the teacher-student relationship and teachers' expectations of student achievement in different domains.

- Early teacher assessment of student behavior can contribute to reshaping student behavior in the future.

- Classroom characteristics influence students' social maturity development, but they tend to do so through teachers' capacity to manage the classroom effectively and to engage students.

- Providing teachers with support structures and positive working environments can help in the social maturity development effort.

- Both sexes should be given equal opportunities and freedom to perform their duties in the society and nation without gender biasness.

- There is a dire need to bring stringent changes in the curriculum by introducing content and curricular activities that directly or indirectly enhances the social aspects of the individual.

- Teachers as well as the parents to deal effectively with children and provide guidance in becoming socially mature individuals.

Suggestions for Further Research

The following areas are suggested for further research:

- The same study can be conducted on secondary school students.

- The study can be conducted on primary / upper primary school students.

- An attempt may be made to conduct a similar research among UG students in the tribal area.

- The variable social maturity can be correlated with other relevant variables such as achievement motivation, interpersonal skills etc.

- The influence of parental support and socio economic status on social maturity can be investigated.

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APPENDIX

SOCIAL MATURITY SCALE (Final)

<u>M.Ed Research Survey Google Form</u>

ഞാൻ അനു കെ അന്റെ, കോഴിക്കോട് ഫാറൂഖ് ട്രെയിനിങ് കോളേജിലെ രണ്ടാം വർഷ M. Ed വിദ്യാർഥിയാണ്. കോഴ്സിന്റെ ഭാഗമായുള്ള പഠനത്തിന്റെ വിവരശേഖരണമാണ് ഇതിലൂടെ ഞാൻ ഉദ്ദേശിക്കുന്നത്. താഴെ തന്നിരിക്കുന്ന 1 മുതൽ 25 വരെയുള്ള ചോദ്യങ്ങൾക്ക് 3 പ്രതികരണം വീതമാണുള്ളത്. ഓരോ ചോദ്യവും ശ്രദ്ധാപൂർവം വായിച്ചതിനു ശേഷം ശരിയായ ഉത്തരം അടയാളപ്പെടുത്തുക. നിങ്ങൾ രേഖപ്പെടുത്തുന്ന ഉത്തരങ്ങൾ പഠനത്തിന്റെ ആവശ്യത്തിന് മാത്രമേ ഉപയോഗിക്കുള്ളൂ എന്ന് ഞാൻ ഉറപ്പുനൽകുന്നു.

  * Required

പേര് / Name * :

വിഷയം / Subject * :

- ○ Science

- ○ Commerce

- ○ Humanities

1. മറ്റുള്ളവരുടെ ഇഷ്ടങ്ങൾക്ക് വേണ്ടി എൻറെ താൽപര്യങ്ങൾ ഞാൻ വേണ്ടാന്ന്

   വയ്ക്കാറുണ്ട്.*

   O   agree

   O   disagree

   O   undecided

2. എല്ലാവരുമായി നല്ലൊരു ഐക്യത്തിൽ മുന്നോട്ടു പോകാൻ ഞാൻ

   ആഗ്രഹിക്കുന്നു. *

   O   agree

   O   disagree

   O   undecided

3. സംഘ പ്രവർത്തനത്തിൽ ഏർപ്പെടുമ്പോൾ പലപ്പോഴും സജീവമായി ആയി

   ഇടപഴകാൻ കഴിയാറില്ല *

   O   agree

   O   disagree

   O   undecided

4. ഞാൻ ചെയ്യുന്ന കാര്യം 100% ശരിയാണെന്ന് എനിക്ക് ഉറച്ച വിശ്വാസമുണ്ട്*

   O   agree

   O   disagree

   O   undecided

5. എന്റെ കഴിവും കഴിവുകേടും കൃത്യമായി മനസ്സിലാക്കാൻ സാധിച്ചത് കൊണ്ട് അവസരത്തിന്അനുസരിച്ച് പെരുമാറാൻ എനിക്ക് സാധിക്കാറുണ്ട്

- ○ agree

- ○ disagree

- ○ undecided

6. എനിക്ക് എന്റെ സ്വന്തം കാര്യം ചെയ്യാൻ മറ്റുള്ളവരുടെ സഹായം ചോദിക്കാറുണ്ട്.*

- ○ agree

- ○ disagree

- ○ undecided

7. ചെറിയ പരാജയങ്ങൾ എനിക്ക് വലിയ മാനസിക പ്രയാസങ്ങൾ ഉണ്ടാകാറുണ്ട്*

- ○ agree

- ○ disagree

- ○ undecided

8. പരാജയങ്ങളിൽ നിന്നും പാഠം ഉൾക്കൊണ്ടുകൊണ്ട് മുന്നോട്ടുപോവാൻ ഞാൻ ഞാൻ ശ്രമിക്കാറുണ്ട് *

- ○ agree

- ○ disagree

- ○ undecided

9. എൻറെ സംസാരരീതി യെക്കുറിച്ച് മറ്റുള്ളവർ എന്ത് ചിന്തിക്കും എന്ന് ഞാൻ ആലോചിക്കാറില്ല*

   ○ agree

   ○ disagree

   ○ undecided

10. വീട്ടിൽ വിരുന്നുകാർ വരുമ്പോൾ ഞാൻ അവരുടെ കൂടെ കൂടാറുണ്ട് *

    ○ agree

    ○ disagree

    ○ undecided

11. ശുഭാപ്തി വിശ്വാസത്തോടെ ജീവിക്കാൻ ആഗ്രഹിക്കുന്ന വ്യക്തിയാണ് ഞാൻ.*

    ○ agree

    ○ disagree

    ○ undecided

12. അധ്യാപകർ ചോദ്യം ചോദിക്കുമ്പോൾ ഉത്തരം അറിയാം എങ്കിലും പറയാൻ എനിക്ക് ഭയം തോന്നാറുണ്ട് *

    ○ agree

    ○ disagree

    ○ undecided

13. എനിക്ക് എൻ്റെ കഴിവിൽ വിശ്വാസം ഉണ്ട് *

- ○ agree

- ○ disagree

- ○ undecided

14. എനിക്ക് അറിയാവുന്ന കാര്യം മറ്റുള്ളവർക്ക് പറഞ്ഞു കൊടുക്കാൻ ഞാൻ മടി കാണിക്കാറില്ല *

- ○ agree

- ○ disagree

- ○ undecided

15. മാനസിക ആരോഗ്യ ശാരീരിക പ്രശ്നം ഉള്ളവരെ അംഗീകരിക്കാനും സ്നേഹിക്കാനും എനിക്ക് സാധിക്കാറുണ്ട്. *

- ○ agree

- ○ disagree

- ○ undecided

16. ഞാൻ മറ്റുള്ളവരുമായി സഹകരിച്ച് ജീവികാറുണ്ട്*

- ○ agree

- ○ disagree

- ○ undecided

17. ഞാൻ മറ്റുള്ളവരെ അംഗീകരിച്ചു കൊടുക്കാറില്ല. *

○ agree

○ disagree

○ undecided

18. ക്ലാസിലെ എല്ലാവരെയും ഒരുപോലെ ഒത്തൊരുമിച്ച് കൊണ്ടുപോകാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്. *

○ agree

○ disagree

○ undecided

19. കാഴ്ച കാണാത്ത വ്യക്തിയെ റോഡ് മുറിച്ചുകടക്കാൻ ഞാൻ സഹായിക്കാറില്ല *

○ agree

○ disagree

○ undecided

20. മറ്റുള്ളവർ എൻറെ സ്വകാര്യ ജീവിതത്തിലെ ഇടപെടുന്നത് എനിക്ക് ഇഷ്ടപ്പെടാറില്ല. *

○ agree

○ disagree

○ undecided

21. വട്ടപ്പേര് വിളിച്ച് ഞാൻ മറ്റുള്ളവരെ കളിയാക്കാറുണ്ട് *

○ agree

○ disagree

○ undecided

22. എല്ലാ വിഭാഗക്കാരുടേയും ആഘോഷങ്ങളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട് *

○ agree

○ disagree

○ undecided

23. പുതിയ കാര്യങ്ങൾ മികച്ചതാണ് എന്ന ധാരണ എനിക്ക് എപ്പോഴും ഉണ്ട്. *

○ agree

○ disagree

○ undecided

24. അധ്യാപകർ എൻറെ തെറ്റുകളെ തിരുത്തുമ്പോൾ ഞാൻ വിമർശിക്കാറുണ്ട് *

○ agree

○ disagree

○ undecided

25. സമൂഹത്തിലുണ്ടാകുന്ന മാറ്റങ്ങളുമായി പൊരുത്തപ്പെട്ടുപോകാൻ എനിക്ക് സാധിക്കാറില്ല. *

○ agree

○ disagree

○ undecided