



A Comparative Study of Social Maturity of Scheduled Tribes and Non Tribes Adolescents

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ABSTRACT

The period of adolescence is marked by storm and stress. Most of the adolescent behaviour is influenced by the family, teachers, peers and environmental conditions. The present study is aimed at studying the social maturity of adolescents in scheduled tribes and non-tribes and also the grade and gender differences. The study was conducted over a sample of 240 adolescents studying 8th, 9th and 10th standards. From tribes, one hundred and twenty (60 boys and 60 girls) and from non-tribes 120 (60 boys + 60 girls) were included in the sample. Rao's social maturity scale was used to measure social maturity. The results reported that no significant difference was found between social maturity of tribal and non-tribal adolescents. Significant differences were noticed between the tribes and non-tribes in the dimensions of interpersonal adequacy and social adequacy. No grade and gender differences were observed in the social maturity of adolescents of scheduled tribes and non-tribes.

KEY WORDS

Social Maturity, Scheduled Tribes, Non Tribes, Adolescents, Gender.

INTRODUCTION

The concept of social maturity which is used synonymous with socialization is evolved as an integrated model of biological, psychological and sociological rethinking. At the biological context, the aspect of maturity is considered as an end product of growth and is specifically marked by the capacity for survival.

Speaking from a sociological point of view, person defines maturity as “Attributes that lead to the survival of the social system. Maturity thus assumes the role of an end product of socialization and is one that determining how an individual should shape to the societal requirements.

Social maturity implies on the one hand, well developed awareness, deep and clear understanding of the social heritage and appreciation of the value of social cautions, manners and more of the rules that govern social behaviour of the rights of others and of his own responsibilities as a member of a social group. He understands the full import of a social organization in which he lives the desirability of rules and laws to govern group behaviour and the overall objective and purpose of the social structure. Secondly, he develops pattern of behaviour, habits, attitudes manners and skills which will help him to fit into group living and contribute to the welfare of the group.

The factors which influence social maturity are home and school environments, socio-economic status, family-size, education and occupation, urbanization, modernization and intelligence.

The literature reported so far indicated Influence of ethnic group in personal and social adequacy, interpersonal interactions, parents and friends, grade and gender on social maturity of adolescents (Allen et al., Markstrom, 1987; Hinde, 1979; Sadkar and Sadkar, 1996; Arora & Meenakshi Sinha, 1995; Bracken and Michelle 1995; Siperstein and Unitch, 1997; Veera Madhuri, 2003).

Today most of the young adolescents are influenced by the western culture and also by their peers. Though there are number of studies but a little information is available on scheduled tribes. Hence, the present investigation is designed with the following objectives.

1. To study the social maturity of adolescents in scheduled tribes and non-tribes.
2. To know the grade differences in social maturity of adolescents.
3. To find out the gender differences.

METHOD

Sample

The sample comprised of 240 students, 120 tribal and 120 non-tribal children studying 8th, 9th and 10th grades. From each grade 40 children (20 boys and 20 girls) were selected from both the tribes and non-tribes $40 \times 3 \times 2 = 240$ by using stratified random sampling technique.

Tool

The tool used in the present study was social maturity scale developed by Rao, 1986 to measure the social maturity of the adolescents. The scale consists of ninety items with nine sub-scales. The three dimensions of social maturity are personal adequacy, interpersonal adequacy and social adequacy.

Administration

The scale was administered to the respondents in groups in the regular class room situation. The instructions were provided in the first page of the scale booklet which are self explanatory. The answers were recorded by the respondents on the scale protocol. For scoring, the points on the intervals were subsequently scored 4, 3, 2 and 1 for all the positive items and the negative items were scored in the reverse order.

The data was collected from all the 240 respondents and then the data was pooled and tabulated by using the statistical techniques such as mean, SD and ‘t’ test.

Results and Discussion

The mean scores of adolescents of non-tribes (N=120) are 234.83 and tribes (N = 120) are 233.57 respectively. The ‘t’ value (0.02) indicated that there was no significant difference. Both the groups of adolescents more or less have similar scores. The reason for this may be because of the similar exposure and environment in their schools. Another reason may be much of the adolescents behaviour is influenced by the peers in the school and the opportunities provided are the same in both these groups.

Table 1: Mean, SD and 't' values of Various Dimensions of Social Maturity of Adolescents in Scheduled Tribes and Non-tribes

Sr. No.	Dimensions	Tribe (N = 120)		Non-Tribes		't' Value
		Mean	SD	Mean	SD	
1.	Personal adequacy	71.83	8.59	71.75	8.68	0.07 NS
2.	Interpersonal adequacy	81.08	6.99	78.08	8.48	3.06*
3.	Social adequacy	81.58	6.77	84.92	7.66	3.63*

The results presented in Table 1 indicated the mean, SD and 't' values of various dimensions of social maturity of adolescents in both tribes and non-tribes. Regarding the personal adequacy of tribal adolescents, the mean score is 71.83 and for non-tribal adolescents, the mean score is 71.75. For the dimension interpersonal adequacy the mean score for tribal adolescents is 81.08 and for non-tribes is 78.08. The dimension social adequacy, the mean score for tribal adolescents is 81.58 and for non-tribals is 84.92. Significant differences were found in the dimensions of interpersonal adequacy and social adequacy at 0.05 level. The reason for the higher interpersonal adequacy is that the tribal adolescents life style is influenced by the hostel environment, as peer play the major socializing agents than compared to the parents. Whereas the non-tribal adolescents social adequacy is influenced by the peers, sibling and parents at home and as well as the neighbours. In the same fashion when the mean scores for the dimension of social adequacy are compared non-tribal adolescent score is higher than the tribal adolescents. The reason for the significant difference is that the tribal and non-tribal living environment is different. Much of the non-tribal adolescents social behaviour is ruled out and influenced by the parents. This was supported by Huston (1983) as parents play a key role in socializing the behaviour pattern of their children. The opportunities that non-tribes get through their parents like attending parties, going to weekends and outings etc., are more likely to act in acquiring social adequacy and social behaviour of the non-tribal adolescents.

Table 2: Mean, SD and 't' values of Social Maturity of Adolescents in Scheduled Tribes and Non-Tribes by Grade

Sr. No.	Grade	N	Tribe		Non-Tribes		't' Value
			Mean	SD	Mean	SD	
1.	8 th	40	233.00	10.70	234.50	16.73	1.81 NS
2.	9 th	40	233.25	15.63	235.50	13.03	2.61*
3.	10 th	40	236.75	13.76	235.25	16.35	1.70 NS

Table 3: Mean, SD and 't' values of Social Maturity of Adolescent Boys and Girls in Scheduled Tribes and Non-Tribes

Sr. No.	Grade	N	Boys		Girls		't' Value
			Mean	SD	Mean	SD	
1.	Tribes	60	230.51	27.74	230.56	30.71	0.03 NS
2.	Non-Tribes	60	233.61	44.43	228.14	30.51	1.56 NS
			t = 0.67 NS		t = 0.47 NS		

The results presented in the Table 2 shows that, there exists a significant difference among the 9th graders of tribes and non-tribes at <0.05 level. It is noticed that in both the groups as the grade increases the mean scores of social maturity is found to be increased. This is because as the child attains the age he undergoes radical and startling changes and it is natural that his social development should also undergo some change and it is effected by various factors such as interests, needs, feeling of insecurity, values, attitudes, responsibilities view point etc., when the mean scores are compared within the groups, no significant difference was found. The reason is parent and peer influences were once again is strong opposition to each other and probably because the increased conformity of adolescents to the social behaviour of peer is much stronger at this grade level than at any other.

Look into the gender wise differences the 't' values indicated that there was no significant difference between boys and girls with tribal and non-tribal adolescents. It could be seen from the results that the non-tribal adolescent boys got high score in social maturity when compared to the tribal boys but in the case of girls reverse trend is observed. Tribal girls seems to have high score in social maturity when compared to the non-tribal adolescent girls. In the non-tribal group boys are found to be high in social maturity than the non-tribal girls. Though there are differences in their mean scores no significant difference was obtained. This was supported by Markstrom (1987).

CONCLUSION

1. No significant differences are found in the social maturity scores of tribal and non-tribal adolescents.
2. Significant differences are observed in the tribal and non-tribal adolescents in the dimensions of interpersonal adequacy and social adequacy.
3. No significant grade and gender differences are noticed.

The social behaviour of adolescents as many psychologists say is influenced by peers in the schools. As schools form the role of secondary socializing agents after the family they should promote help and encourage the adolescents for development of good social maturity by conducting orientation programmes. These programmes should be conducted for both parents and adolescents who scored low maturity.

Much of the advancement should be made in the field of social development of the tribal adolescents. They should not be placed apart from the main stream of life. As these students are given education in hostels, hostels should promote certain social skills for their all round development.

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