SOCIAL MATURITY AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO LIFE SKILLS

A

DISSERTATION

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SUPERVISOR

Dr. Bindu Dua
Assistant Professor

INVESTIGATOR

Anita Sharma
M.Ed. Sem. IV
Roll No. 2101013

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This is to certify that **Ms. Anita Sharma,** student of M.Ed. Semester IV, Session 2021-2023, bearing Roll No. 2101013 has worked under my supervision for her dissertation entitled:

"SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO LIFE SKILLS"

Her dissertation is fit for submission in partial fulfillment of the requirement for the award of the Degree of Master of Education.

DATE:

(Dr. Bindu Dua)
SUPERVISOR

श्रेष्ठ
B.C. Road Jammu
180 001
Ph.: 0191-2546078,2565098
Fax:0191-2548239
Email:principal@miercollege.in
Website: www.miercollege.in

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LIST OF ABBREVIATIONS

Govt.	Government
SPSS	Statistical Package of Social Sciences
S.D	Standard Deviation
SEm	Standard Error Mean
LSS- KCTA	Life Skills Scale Kumari Chandra Tripathi Ayushi
SMS-RN	Social Maturity Scale Rao Nalini

ABSTRACT

Today adolescents are living in a more complex world, which has resulted in increased stress, a phenomenon that is directly related to their health. Adolescence is a time of emotional upheaval. Developing social maturity helps students understand and manage their emotions better, enabling them to cope with stress, anxiety, and conflicts more effectively. Life skills encompass a range of practical abilities necessary for daily living. These skills include time management, financial literacy, problem solving, critical thinking and organisational skills. They equip students to handle various challenges they may encounter in adulthood. Life skills contribute to overall well- being and social maturity. Stress management, resilience and coping strategies are essential tools for managing the pressures of academics and Social maturity and life skills complement academic knowledge, fostering well-rounded development in students. Students with strong social maturity and life skills are better equipped to succeed academically, professionally, and personally. Social maturity and life skills help students resist negative influences and make informed, responsible choices. Incorporating programs and activities that focus on developing social maturity and life skills among higher secondary school students is essential for their comprehensive growth and preparation for a successful future. Schools, parents, and communities are pivotal in providing opportunities for students to cultivate these skills and attitudes. The present study is a step in this direction of understanding the relationship between social maturity and life skills of higher secondary school students. Sample was selected through random sampling technique and accordingly 200 from government and private higher secondary school students of urban and rural areas. The date has been collected using a standarsised tool namely Rao's Social Maturity Scale by Rao (2002) and Life Skills Scale by Chandra Kumari and Tripathi (2019) for collection of data. The data collected was analysed using percentage, correlation and t- test. The findings of the study revealed that the social majority of students studying in higher secondary schools have a below average level of social maturity. Only 41(20.5%) students has been found to have a very high level of maturity, 47(23.5%) students have high level maturity, 74(37.0%) students have under above average level of maturity, 31(15.5) have average level of maturity, 3(1.5%) students have below average level maturity and 3(1.5%) students have low level maturity, 1(0.5%) students have very low level of social maturity.It also revealed that the life skills of students studying in higher secondary schools have an above average level of life skills.

Only 5(2.5%) student has been found to have a extremely high level of life skills, 47(23.5%) student have high level life skills,74(37%) students have above average level of life skills, 31(15.5%) student have under average level of life skills, 3(1.5%) have below average level of life skills, 3(1.5%) students have low level of life skills and 1(0.5%) student have extremely low level of life skills.No significant difference in social maturity of higher secondary school students with respect to gender. No significant difference in social maturity of higher secondary school students with respect to type of school. No significant differences in life skills of higher secondary school students with respect to gender. No significant differences in life skills of higher secondary school students with respect to type of school. No significant correlation found to exist between social maturity and life skills of higher secondary school students.

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Today adolescents are living in a more complex world, which has resulted in increased stress, a phenomenon that is directly related to their health. They need to have a number of skills to function as individuals and as members of social groups. Effective acquisition of life skills can influence the way adolescents cope with stress and face the challenges present in their lives. In today's society, children are more dependent on their parents. 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. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.

As Aristotle has said, "Man is essentially a social animal by nature". A man is not merely a biological entity in the physical environment, he is considered a human being only when he lives in a society along with all aspects of development of personality, a man must develop some skills required to survive in a society as its part. Social maturity covers many of the personality traits of a person which includes social awareness, stress taking ability, decision making, coping in adverse situations, good communication and being responsible for the society etc. Adolescence is the age when a child steps into puberty and then after adults like appearance and responsibility. This is the greatest transformation period of one's life. So at this time an appropriate level of social maturity is compulsory for their development as a healthy and responsible person and as a person who can benefit the society.

In Psychology, Maturity means the ability to 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.

1.1.1 Social Maturity

The word Social maturity is composed of two words ‘social’ and ‘maturity’. By Social means ‘living in communities’ and Maturity means ‘adjust socially’. Thus, Social Maturity permits a more detailed perception of the social environment that helps adolescents to influence the social circumstance and develop stable patterns of social behaviour. Therefore, social maturity means maturity in the social relationship of building good relationships with family, friends, neighbours and all other people living in our society.Biswas(2018)

According to Wentzel (1991) Social Maturity is an ‘adherence to social rules and role expectations’.

Social Maturity is a term commonly used in two ways like, with respect to the behaviour that is appropriate to the age of the individual under observation and secondly the behaviour that conforms to the standard and expectations of the adults. Thus Social Maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour.

Expert views on Social Maturity:

According to Wentzel (1991) social maturity is an ‘adherence to social rules and role expectations’.

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 major of the development competence of an individual with regard to interpersonal relations, behavior appropriateness, problem solving and judgement. Social responsibility also was a sub-trait of social maturity defined as adherences to social rules and role expectation.

According to C.V Good Dictionary, the degree to which an individual has acquired the social and socialised 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.

1.1.2 Nature of Social Maturity

The maturity of a student is influenced by various social factors as under:

1. Concept of Dependence: Independence; An individual is required to modify. His behaviour in terms of asserting his independence and seeking aid or relief in the socio-cultural context.

2. Self Control: Self Control as a part of social maturity is necessary for decision making and facing the consequences. Acquiring self Control is partly maturational and partly learnt behaviour. The students studying in a secondary school understands that society does not expect him to regress to childhood behaviour at this age so he attempts at coming up to the expectations of the society and this he achieves by controlling his behaviour

3. Stress: Everybody has to overcome stress. Every time there is a stress situation. A mature individual mobilises the available resources and utilises them. Then to the best of his ability to overcome the stress.

4. Social maturation: Socially mature people are aware of their roles. During the process of social growth students learn to live up to the expectations of the! society in which they live.

5. Social Adjustment and Social Maturity: The behaviour of the individual depends on maturation. Maturation is also helpful in the process of social adjustment. Socialization plays an important role in social maturation, social learning and social adjustment. Much of the behaviour of a child is determined by the process of socialisation.(Jain 2021)

1.1.3 Characteristics of Socially Mature Person

1. To show behaviour according to demands of a situation.

2. Accept criticism in the right spirit for improvement in oneself.

3. To perform the duties of a citizen.

4. Able to take decisions and proper action in critical situations.

5. Adapt to changing situations and adjustment with fellow members.

6. Shows behaviour like kindness and sympathy, politeness, self-confidence, co-operation, leadership and cheerfulness.

7. Able to take responsibility of own actions.

8. Capability of control on emotions and understanding others.

9. They are open minded and ready to learn.

10. Treating personal interest as secondary to achieve bigger goals.

1.1.4 Factors Affecting Social Maturity:

1. Health: Healthy children are more socially mature and show their social age same to their chronological age.

2. Family Atmosphere: Personality, behaviour and inter relationships between the family members influence social maturity in children.

3. School Atmosphere: Children spend a large proportion of their day in school or pursuing school-related activities hence its effects are far broader in developing social maturity in children.

4. Self-Expression: Child who is allowed to express himself by different activities and grows in a sympathetic atmosphere shows social maturity than those who are not.

1.1.5 Stages of Social Maturity

Stage 1 (Child 3-8yrs) When you are younger you are usually more shy and want your parents to be with you all the time. It's hard for little kids to make friends because they are used to always having their mom or dad around and they do not know how to talk to others. Their feelings get hurt a lot easier and they take things a lot more seriously which limits their social lives. Little kids don't really like to share or be around other kids because they are complete strangers and sometimes come off as enemies.

Stage 2 (Pre-teen 9-13) This age is the "awkward" age for most people. No one really knows who their real friends are and just go with the flow. Around the end of middle school you start talking to the opposite gender comfortably. You are kind of restricted in middle school so you aren't really able to try everything you want to, which doesn't let you make a lot of mistakes. Since you don't make mistakes, you don't get to mature as much. This is a confused age along with when you reach high school you still don't really understand what's happening.

Stage 3 (Teen 14-18) When you become a teen you develop more feelings towards other people. Your body begins to change and you can handle more tasks and challenges more and more as you mature. In your teen years you have more relationships such as boyfriends/girlfriends and friends. You want to make more friends and you want to become social because if you don't have a social life you get labelled a "loser" and a "loner." This is the time where you tend to make more mistakes and learn from them so you can mature more. You have more opportunities and goals that show how much you have matured throughout the past years.

Stage 4 (18+ Adulthood) When you are an adult you are more independent and matured then you were as a teen. Although you have a stronger understanding of life, you still have a lot you could learn from. Such as getting married, having kids, and a stable job can really affect how you mature. When you enter adulthood, you learn to respect others no matter who they are or what age they are. Being an adult you know your limits and when to stop, making you more responsible. After adulthood has come in on you, you have basically completed your social maturity.

1.2 LIFE SKILLS

Life Skills are psychological competences which enable an individual to develop adaptive and positive behaviour so as to deal effectively with the challenges and demands of everyday life. The development of life skills is a lifelong process that starts in early childhood and continues throughout one's life. Every education system, thus, has a duty to support the development of life skills among its clients in order to

enable them to function effectively in society. Life Skills are a set of abilities that let oneself form good relationships with others in everyday life and at work as well as these skills help reduce unwanted stress on an individual. The people with effective Life skills are more likely to respond to situations appropriately and in a socially accepted manner. Life skills determine an individual's response to any situation. In present time individuals are facing interpersonal conflicts, mental & emotional instability, and uncertainty indecisions, self-doubts, drug abuse, unemployment, poverty, inequity, violence and environmental destruction in day to day life and in this condition they need to develop more skills, abilities and problem solving potential to overcome it. It's very necessary to include more skills and abilities other than education, in individuals from the very beginning. In an individual's life the most important phase of life is the adolescence stage when they are getting secondary education. It is the time when students are considered as the most productive member of society due to their physical and intellectual capacity. There is a need to develop some psycho-social skills in them by the school curriculum that can help in the healthy transition of adulthood and to lead a better life. That is why the nations committed to education for all have included "Life Skills" as a basic need for all the young people. Life skills are psycho-social skills that empower individuals' physical, psychological and social wellbeing to perform better social functioning and choose the right lifestyle. In the present paper, the life skills of secondary school students have been studied.

Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas and hence, has made life skills education as a compulsory element in its curriculum. It has been felt that life skills education bridges that gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behaviour practical.

During the 21st century each student must be aware of and must be ready to take advantage of future opportunities using his knowledge, skills and attitude and be able to adjust himself to various situations around him. National Curriculum Framework (NCF) 2005 has also defined the various objectives of education as they should have

the ability of thinking and making ethical decisions independently or in different groups. It is also essential to encourage students regarding emotions so that only they can survive in this challenging world with satisfaction and success. Also to know others, co-operation, social responsibility and good interpersonal relations are equally essential for both teacher and students in the education for both teacher and students in the educational transaction which could only be achieved by teaching life skills through effective teaching and learning process (TLP).

Life skills help the adolescents in converting their dreams into beneficial action. These skills equip adolescents to behave properly and also enable them to remain outside the daily conflicts, entangled relationships and peer pressure. Life skills lead to personal and Social skills necessary to live with others without conflicts and to behave in acceptable ways which are important traits for the people to move forward in life.

1.2.1 Concept of Life Skills

The term life skills refers to the usual skill related to managing and living, it encourages us to achieve our ambitions and live to our full potential. Life skills gained via teaching or direct experience that are utilised to deal problems and questions commonly encountered in day by day life. Lifelong learning is the consistent working building of skills and knowledge throughout the life of an individual. It occurs through encounters experienced over the span of a lifetime. Life skills are distinctive in relation to skills like reading, writing, numeracy and specialised abilities which are considered as functional “livelihood” skills. A term often utilised almost interchangeably with skills-based education. Life skills enable people to translate knowledge, attitudes and values into genuine abilities - i.e., "what to do and how to do it". Effective acquisition and utilisation of life skills can impact the way we feel about ourselves and others, and equally will influence the way we are perceived by others. Life skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem. Life skills in this manner assumes an important role in the promotion of mental prosperity. The advancement of mental prosperity contributes to our inspiration to look after ourselves as well as other people, the prevention of mental disorders, and the prevention of health and behaviour problems. Life skills as generic skills in connection with day to day existence could frame the establishment

of life skills education for the promotion of mental prosperity, and healthy interaction and behaviour. More issue particular skills, such as self-assured managing peer pressure to utilise drugs, to have unprotected sex, or to become involved in vandalism, could be based on this establishment. The World Health Organization (1997), defines Life skills as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". This is related to the level of a person's psychosocial competence in his or her ability to enhance a state of physical, mental and social prosperity within the significant social cultural milieu. "Mental health researchers have identified the concept of psychosocial competence (that is, locus of control, coping, and self efficacy) and cultural diversities (race, sex, and culture) as constructs central to improving models for understanding and enhancing psychosocial well being."(Jones, 2004). Moreover, "a socially competent individual is able to make use of personal and environmental resources to achieve prosocial goals" (Waters & Sroufe, 1983). Life skills are diverse in relation to skills like reading, writing, numeracy and technical skills which are considered as practical "livelihood" skills.

1.2.2 Importance of Life Skills

Life skills incorporate psychosocial abilities and interpersonal skills that assist individuals to make informed conclusions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, relate with others, and adjust to managing their lives in a sound and beneficial way. Basically, there are two kinds of skills - those related to thinking termed "thinking skills"; skills related to dealing with others termed "social skills". While thinking skills, identify with reflection at an individual level, social skills incorporate interpersonal skills and do not necessarily rely on logical thinking. It is the mix of these two kinds of skills that are required for accomplishing assertive behaviour and negotiating effectively. "Emotional" can be perceived as a skill not only in making objective decisions, but also in being able to influence others to agree with one's point of view. To do that, settling first with oneself is vital. In this way, self management is an important skill, including managing/coping with feelings, emotions, stress and resisting peer and family pressure. The young individuals as supporters require both thinking and social skills for agreement building and promotion of issues of concern.

- Life skills help teenagers to transit effectively from adolescence to adulthood by a healthy development of social and emotional skills.
- It helps in the advancement of social competence and problem solving skills, which in turn enable adolescents to shape their own particular personality.
- It helps to measure the pros and cons of the condition, hence, acting as a mediator to problem behaviour.
- It advances positive social standards that affect adolescent health services, schools and family.
- It enables adolescents to differentiate amongst hearing and listening and thus, ensuring less advancement of misconceptions regarding issues such as drugs, liquor abuse and so forth.
- It defers the beginning of the abuse of tobacco, alcohol and so on.
- It assists the improvement of positive confidence and teaches outrage control. "Life Skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights." (WHO, 1999).

1.2.3 Need of Life Skills for Adolescents

Adolescence is the most basic period of an individual. It indicates the transitional stage marked by obvious physical, cognitive, emotional and social changes. The inbuilt taboos exist in the general public in the form of command and support from the near and dear ones guide the adolescents to grow in development. Ways of life have changed because of globalisation and technology invasion from day to day affairs in a big way. The very focused, competitive world of today and the absence of traditional standards and support have increased the stress among adolescents resulting in various mental health issues such as depression, anxiety, loneliness, rejection, modesty, anger, conflicts in interpersonal relationships and failure. (Smith et al. 2004) Needs of awareness of life skills are:- 1. It is relatively simple to impart esteem and influence at this formative stage to create responsible and safe behaviour

in future life. 2. Peer pressures are exceptionally motivating factors in adoption of particular behaviour patterns. 3. They are in a phase of experimentation. At this age, it empowers them to make informed and responsible choices about their ways of life. 4. Correct information and qualities imparted to one group of adolescents passes effortlessly to the next youngsters.

The UNICEF Model of Targeting Life Skills:

1. **Head**- It includes thinking, decision making, problem solving, managing, resilience, learning to learn etc.

2. **Heart**- It includes communication, cooperation, conflict resolution, accepting differences relating to caring, concern for others, empathy and nurturing relationships.

3. **Hand**- It includes volunteering, responsibility in citizenship, working team work.

4. **Health** - It includes healthy living, healthy lifestyle choices, stress management, personal safety, self discipline, self esteem, managing feelings etc.

Life skills help in developing proficiency in 4'H traits and also co-ordination between them, i.e. , in developing the ability to plan and set everyday goals, establish healthy relationships, improve self esteem, develop self confidence, acquire knowledge and maintain assertiveness.

1.3 NEED AND SIGNIFICANCE OF THE STUDY

Social maturity and life skills are crucial aspects of a student's development, especially among higher secondary school students. These skills go beyond academic knowledge and play a significant role in preparing students for success in various aspects of their lives, both during their education and in their future careers and personal lives. higher secondary school students are at age where they are developing deeper interpersonal relationships with peers, teachers, and family members. Social maturity helps them navigate these relationships in a positive and effective manner. Adolescence is a time of emotional upheaval. Developing social maturity helps

students understand and manage their emotions better, enabling them to cope with stress, anxiety, and conflicts more effectively. Life skills encompass a range of practical abilities necessary for daily living. These skills include time management, financial literacy, problem solving, critical thinking and organisational skills. They equip students to handle various challenges they may encounter in adulthood. Life skills contribute to overall well- being and social maturity. Stress management, resilience and coping strategies are essential tools for managing the pressures of academics and Social maturity and life skills complement academic knowledge, fostering well-rounded development in students. Students with strong social maturity and life skills are better equipped to succeed academically, professionally, and personally. Social maturity and life skills help students resist negative influences and make informed, responsible choices.

Incorporating programs and activities that focus on developing social maturity and life skills among higher secondary school students is essential for their comprehensive growth and preparation for a successful future. Schools, parents, and communities are pivotal in providing opportunities for students to cultivate these skills and attitudes. The present study is a step in this direction of understanding the effect of social maturity on the life skills of higher secondary school students.

1.4 STATEMENT OF THE STUDY

SOCIAL MATURITY AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO LIFE SKILLS.

1.5 OPERATIONAL DEFINITIONS

SOCIAL MATURITY:

Social Maturity is a level of social skills that an individual has acquired relative to particular norms related to an age group. In the present study the social maturity of the higher secondary school students has been assessed by the Social Maturity Scale by Rao (2002).

LIFE SKILLS

Life Skills are defines as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life as assessed by the life skills Assessment questionnaire by ‘ Life Skills scale’ (LSS-KCTA) Chandra Kumari and Tripathi (2019).

HIGHER SECONDARY SCHOOL STUDENTS

In the present study higher secondary school students refers to those students who are studying in class 11^{th} and 12^{th}.

1.6 OBJECTIVES OF THE STUDY

- To assess the level of social maturity among higher secondary school students.
- To study differences in social maturity of higher secondary school students with respect to gender.
- To study differences in social maturity of higher secondary school students with respect to type of school.
- To assess the level of life skill awareness among higher secondary school students.
- To study differences in life skills of higher secondary school students with respect to gender.
- To study differences in life skills of higher secondary school students with respect to type of school.
- To study the relationship between social maturity and life skills of higher secondary school students.

1.7 HYPOTHESES OF THE STUDY

- There is a moderate level of social maturity among higher secondary school students.

- There is no significant difference in social maturity of higher secondary school students with respect to gender.
- There is no significant difference in social maturity of higher secondary school students with respect to type of school.
- There is a moderate level of life skill awareness among higher secondary school students.
- There is no significant difference in life skills of relation to their gender.
- There is no significant difference in life skills among higher secondary school students in relation to different types of schools.
- There is no significant relationship between social maturity and life skills of higher secondary school students.

1.8 DELIMITATIONS OF THE STUDY

1. The study has been delimited to 200 higher secondary school students studying in government and private schools of Jammu.
2. Study has been delimited to only two standardised tools namely:
    - Rao's Social Maturity Scale by Rao (2002)
    - Life Skills scale by Kumari and Tripathi (2019)

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature is an important prerequisite to actual planning and then the execution of any research work. Literature is the mirror which reflects the past views and presents the future prospective. It is imprudent and wasteful to precede any study without knowing what has gone before. The previous literature gives a guideline and develops insight into the problem. Hence, an essential aspect of an investigation is the review of the related literature. Researchers emphasise the importance of review as "Identification of a problem, development of research design and the determination of the size and scope of a problem which all depend to a great extent on the case and intensity with which a researcher has examined the literature related to the intended research." A literature review is an evaluative report of studies found in the literature related to your selected area. The review should summarise, evaluate and clarify this literature. It should give a theoretical basis for the research and help you determine the nature of your own research.

Swales and Feak (2000) explain that literature reviews fall into two basic types: a survey article (an expert's general view of current literature on a particular topic) and a review that forms part of a research paper, proposal, thesis or dissertation.

Review of related literature is “A summary of the writings of recognized authorities and of previous research which provides evidence that the researcher is familiar with what is already known and what is still unknown and what is still unknown and untested. It helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.” (Best, 2004).

Every research is based upon previous knowledge. The knowledge of previous studies helps to eliminate the duplication of what has been done and it provides useful hypotheses and helpful suggestions for significant investigation. “The review of related literature helps to find out new information never before reported or seeks to integrate material facts never before considered together. It often gives clues to the

research approach, method, instrumentation, data analysis and an understanding of the status of the problem area" (Fox, 1969).

2.2 REVIEWS ON SOCIAL MATURITY AND LIFE SKILLS.

Srikala and Kishore (2010) investigated the effect of training programs of life skills (NIMHANS Model) on adolescents. The sample of the study consisted of 605 male and female students in the age group of 14-16 years, studying in 8th, 9th or 10th standard in two schools located in rural Bangalore and Udupi area. They were given life skill training for one year in areas of coping, self-esteem, adjustments in various areas and psychopathology. Another set of 423 students was assessed as control. The findings of the study revealed that there is no difference in psychopathology among the group with life skill training and the controlled group.

Lawrence and Jesudoss (2011) studied the relationship between social maturity and academic achievement of higher secondary school students. Survey method was adopted for the study. The sample of the study consisted of 320 higher secondary school students, 160 are boys and 160 are girls, studying in twelve different schools in Tirunelveli district for the study. 'Social Maturity Scale' by Nalini Rao (1971) was used for data collection. Finding of the study revealed that there is no correlation between academic achievement and social maturity among higher secondary students.

Hasnain and Adlakha (2012) investigated self-esteem, social maturity and well-being among adolescents with and without siblings. The sample of the study of 100 students studying in 10^{th} to 12^{th} grades was taken on a purposive basis from the schools of Delhi and National Capital Region (NCR) of India. *Self-Esteem Inventory* by Coopersmith, *Social Maturity Scale* by Rao and PGI Well-being measure by Verma were administered on the participants. Significant difference was found between adolescents with and without siblings on social maturity showing that adolescents without siblings.

Khera and Khosla (2012) conducted a study on core life skills of adolescents in relation to their self concept developed Through Yuva school life skill program. The aim of this study was to investigate the relationship between self concept and core life skills selected randomly from 500 adolescents studying in secondary classes of

Sarvodya schools situated in South Delhi undergoing YUVA (SLP). The finding of the study that there is a positive correlation between Core Affective Life Skill and Self Concept of adolescents which mean those who possess these essential skills are better confident in all aspects.

Kumar and Ritu (2013) conducted a study on social maturity of higher secondary school students in relation to their personality. The sample of the study comprised of 100 (50 male, 50 female) higher secondary school students studying in class XII of higher secondary schools were selected through a simple random sampling method. Social maturity scale developed by Dr. R. P. Srivastava and DPI (Dimensional personality Inventory) by Dr. Mahesh Bhargava were used to collect the data. Findings of the study revealed that there is a positive relationship between social maturity and personality of higher secondary school students. The result further revealed that there is no significant difference between social maturity and personality of male and female secondary school students.

Tatari Et Al. (2013) studied the effect of pre-school education on social maturity of elementary students. The descriptive cross-sectional study was conducted in Kermanshah, Iran, during 2006-07 . Simple random sampling technique was used for collecting the data of 62 elementary school children. The students were assessed on the *Social Maturity Scale* comprising 117 questions that measured social maturity using 8 sub-scales. The face validity of the questionnaire was tested using a panel of experts from the Department of Psychology, Kermanshah Medical University. After reviewing the instrument, appropriate adjustments were made to the questionnaire. Reliability test involved pilot study among 20 children outside the study population. Cronbach's alpha coefficient was used to test for the 8 sub-scales. SPSS 14 was used for statistical analysis. The results of the study revealed that no significant difference was found to exist between pre-schooling and the social maturity of elementary students.

Anand, Kunwar and Kumar (2014) examined the impact of different factors on social maturity of Adolescents of Co-Ed school. The sample consisted of 220 students of IXth, Xth, XIth and XIIth class selected from the coeducational English medium schools of Kanpur district. Out of which 110 were boys and 110 were girls. The sample was collected by using a multistage random sampling technique. Self designed

socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents. Social maturity of the respondents was assessed by using Rao's Social Maturity scale developed by Dr Nalini Rao. Factors affecting social maturity of adolescents of co-ed schools were affected by family and peer group in social maturity whereas co-ed school respondents were affected by personality. The boys and girls were affected by inferiority complexes while 50.9% boys and 40.0% of girls were affected in social maturity by neighbourhood and school. Co-ed school adolescents were given recreation as a factor in social maturity.

Hooda and Choudhary (2014) conducted a study on Social Maturity of Adolescents in relation to their Gender and Locality. The sample consisted of 500 adolescent students of 11th and 12th standards from rural, 250 (125 female and 125 male) and from Urban, 250 (125 female and 125 male). Rao's Social Maturity Scale by Nalini Rao was used to assess social maturity. The obtained data was analysed using means, S.D and 't'-test. The result of the study revealed that there was a significant gender difference on the basis of social maturity and also reported that adolescent students belonging to rural areas possess higher social maturity than those belonging to urban areas.

Kaur, (2014) studied the development of life skills among students studying in government and private schools of Patiala, Mansa and Fatehgarh Sahib districts of Punjab. Impact of gender and locale, parental education and parental occupation on life skills was explored. Sample of the study of 200 students, Life Skills Scale of Sharma (2003) was used for data collection. Results revealed that the level of life skills among female students is higher than that of male students. The rural students hold significantly higher life skills than urban students. Students with parents having lower levels of education have higher levels of life skills. Students with a business father have higher life skills than those with fathers in service. Further, students with non working mothers have higher levels of life skills than those with working mothers.

Sijimol (2014) studied life skills among higher secondary school students of Kerala. The higher secondary school students possess moderate levels of life skills. There is a significant difference between life skills of male and female higher secondary school students, female students possess better life skills than male students. There is no

significant difference between life skills of rural and urban higher secondary school students. That is, the residence of students does not have any influence on their life skills.

Sadeghi and Niknam (2015) evaluated The relationship between coping skills with social maturity and adjustment of female First Graders in High School: A Case Study in Iran. The total sample of 370 female students selected by multi stage random sampling method. This study applies Lazarus coping skills, social maturity scale of Vineland and Bell adjustment. The results of regression analysis show that coping skills predict social maturity and adjustment. There is a positive and significant relation between coping skills (problem-focused, emotion-focused) with social maturity and adjustment.

Vashishtha (2015) investigated to see Impact of life skills on leadership development. The Purchase of the study way to see the impact of life skills sessions on problem solving and decision making attitude of school level pioneers. For this reason, 150 students were selected from 10 different schools. The age group extends between 16-18 years. The results revealed a significant improvement in the skills of decision making and problem solving in the pioneers.

Chakra(2016) investigated the life skills of late adolescence. For investigation, a sample of 544 college students of both genders studying in Ist and IInd year was used. Life skills assessment scale developed by Subhasree and Nair (2014) was used. The data was collected and analysed for 10 dimensions of life skills. It was concluded that students had average level of life skills scores in all the dimensions of life skills as well as total life skill score.

Khan (2016) conducted a study on social maturity of students of government and private secondary schools of Faridabad, Haryana. Sample consisted of 80 students from the two schools of Faridabad. Social Maturity Scale by Roma Pal was used for data collection. The results of the study indicated that 70% of government secondary school students were found under a good level of social maturity, whereas 40% of Private school students were also on a good Social Maturity Scale.

Rani and Sowjana (2016) studied the impact of social maturity and life skills among adolescents on their job perspectives. A sample of 100 adolescents including an equal

number of boys and girls was taken from five government high schools in Tirupati, Kerala. Life skills self-rating scale developed by Anuradha (2009) and social maturity scale developed by Nalini Rao (1998) were used. Results show that association of life skills scores with gender and social maturity is not significant. Also, no significant correlation was found between academic achievements and social maturity. On the other hand, there is significant correlation between life skills and achievement leading to better chances of employment.

Bala and Bakshi (2017) investigated a study on the self-efficacy and social maturity of higher secondary school students in relation to their gender and types of schools. The sample of this study of 200 randomly selected secondary school students studying in class 11^{th} of Samba District (J&K) for data collection the investigator has used a self efficacy scale constructed and standardised by doctor G.P. Mathur and DR. Raj Kumar Bhatnagar and Rao's Social Maturity scale developed by Dr. Nalini Rao. The collected data was analysed with the help of t-test. The result of the study showed no significant difference in self efficacy of secondary school students in relation to their gender and type of school. The result of the study also showed significant differences in the social maturity of secondary school students in relation to their gender and type of school.

Chakra and Aruna (2017) examined the influence of family variables on core affective life skills of Youth. In this study the research was to find out the influence of certain family variables on core affective life skills of youth. Sample comprised 544 youth including 292 girls and 252boys. Life skills Assessment Scale (LSAS) developed by Dr. R. Subasree, and Dr. A. Radhakrishnan Nair was used to assess the levels of life skills. Questionnaire was used to find out the selected family variable. The result revealed that education and occupation of mother and family income have significant influence on Interpersonal relationship skill of youth. The education level of the father has significant influence on Coping with emotional skill, whereas the family participation in the self- help group has significant influence on coping with stress skill of the youth.

Kumar (2017) undertook a study on "Morality and Life skills: The need and importance of life skills education". This study concerned the necessary life 42 skills, their impact on adolescent improvement and the method for utilisation of life skills

education during schooling. Thus, the researcher investigated that imparting life skills education to adolescents is useful to address the necessities of adolescents, helps in motivating, providing practical, intellectual, emotional, social and self administration skills for life adjustments.

Tripathy (2017) conducted a study on social maturity among yoga students. The sample of this study were 100 male and female students of M.S.C and M.A students of Master degree Yog of Dev Sanskrit Vishwavidyalaya, Haridwar. The comprehensive scale *Social Maturity Scale* prepared by Roma Pal was used. The findings of the study revealed that there was no significant difference in the social maturity level among male and female students.

Nasheeda, et.al.(2018) conducted systematic review of literature on life skills programs to determine their effectiveness. Results show significant differences in life skills education programs conducted in developing and developed countries. In developed countries a large number of life skills education programs are conducted resulting in promotion of positive behaviour. However, life skills programs lack systematic implementation, evaluation and monitoring in most of the developing countries. Administrators, policy makers, researchers and teachers will find this review useful in implementing effective life skills programs. Developing countries can use the findings of this review to organise effective life skills training programs for better transfer of knowledge and skills.

Sujata (2019) conducted a study on social maturity of student teachers of the B.Ed. colleges. The sample consisted of 108 students and teachers from different B.Ed. Colleges from Avadi. A standardised tool, namely *Social Maturity Scale* developed by Nalini Rao (2002) employed for the study. The results of the study revealed that: A significant difference in social maturity of student teachers with respect to their marital status and family structure.No significant difference in social maturity of students and teachers with respect to their major subject and family income per annum.

Rani and Neeraj (2020) conducted A study on life skills of higher Secondary Students. The sample of this study were selected randomly100 students studying in government and private schools in Sonepat district. Life skill Scale – Developed by

M.N.Vranda (2009)tool was used for the collection of data in this study. The data were analysed by employing mean, SD and 't- test. After data analysis this study found that there was a significant difference between boys and girls students on level of life skills. Female students have meaning more than male students of all dimensions of life skill i.e. decision making , problem solving , Empathy, Self Awareness, Communication Skill, Interpersonal Relationship, Coping with Emotions, Coping with Stress, Creative Thinking and Critical Thinking.

Sultan, Saleem and Durrani(2021) surveyed Life Skills as Determining Factors for Mental Health of Adolescents. The main purpose of this study is to investigate the effects of Life Skills and mental health of individuals. The total sample of 360 adolescents; 180 male and 180 female adolescents selected through multistage random sampling technique from schools. They provided data on Life Skills Scale (Vranda, 2009)and Mental Health Inventory (Ritvo et al., 1997). Multivariate analysis showed the significant impact of life skills on mental health of adolescents. Findings showed that life skills such as problem solving, communication skills, self awareness, coping with emotions, interpersonal relationship skills, creative thinking and coping with stress have significant impact on mental health of adolescents. The components of mental health; depression, anxiety, positive affect and behavioural control were found regressed upon life skills of adolescents. These findings have implications for psychologists and academicians who could execute the core life skills in school curriculums and can be taught to adolescents to promote their mental health. In this way an increase in psychological health can contribute to student's motivation to learn effectively to deal with several social, emotional and psychological problems.

Anandraj and Regina (2021) investigated the life skills and social maturity of higher secondary school students. A survey method was utilised to gather the information from the sample. Using a simple random sampling technique, 279 higher secondary school students are selected as the sample for the study. The finding revealed that the level of life skills and social maturity of higher secondary school students are found to be a moderate level. The research found that rural students are better than urban students in their life skills and social maturity. It also found that government school students are better than the aided school students in their life skills and social

maturity. There was a significant relationship between life skills and social maturity of higher secondary students.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The third chapter is research method, design and process. Research methodology is the heart of research and scientific procedure. It is essentially the procedure carried out and research goes out their work describing, explaining and predicting phenomena. Its aim is to give the work plan research and find out result correlations necessary for the researcher to design a methodology for the problem chosen one should note that even if the considerations in two problems is same the methodology may be different in this chapter research objective of design, study and selection of the research instrument are discussed, method for the collection of data statistic for analysing the data has also enumerator.

Methodology comprises the various stages, steps and processes followed while doing a research study. In simple words methodology can be termed as a system of methods which are used while carrying out a research study. The term method has been derived from the Greek term ‘methododos’ which means ‘pursuit of knowledge. The term “method” means a procedure or a way of doing something, especially according to a regular plan or goal. So, the success of any research study mainly depends upon the kind of methodology and procedure used in a stepwise sequence to achieve the desired result. Research may be defined as the application of scientific method on the study of the problem. The terms, Research and Scientific methods are sometimes used interchangeably.

The effectiveness of any research mainly depends on the kind of methodology and procedure followed in carrying out the study. It is very much essential to adopt a sound and systematic strategy to carry out any investigations. A sound and well-organised methodology includes the appropriate strategy in stepwise execution of the investigation. A good researcher should follow a sound methodology and procedure without which the findings of the investigation may not be useful for the purpose of generalisations of facts.

The present chapter is devoted to describe the methodology and procedure followed in stepwise execution of the present study. It mainly includes the following major aspects viz;

i. Research Method

ii. Population

iii. Sample

iv. Tool

v. Data collection

vi. Statistical techniques

3.2 DESIGN OF THE STUDY

The Design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions.

3.2.1 Method

Descriptive survey method has been used for the present study.

3.2.2 Population

The population of the present study consists of 48695 higher secondary school students of Jammu district. (Udise+, 2022)

3.2.3 Sample of Study

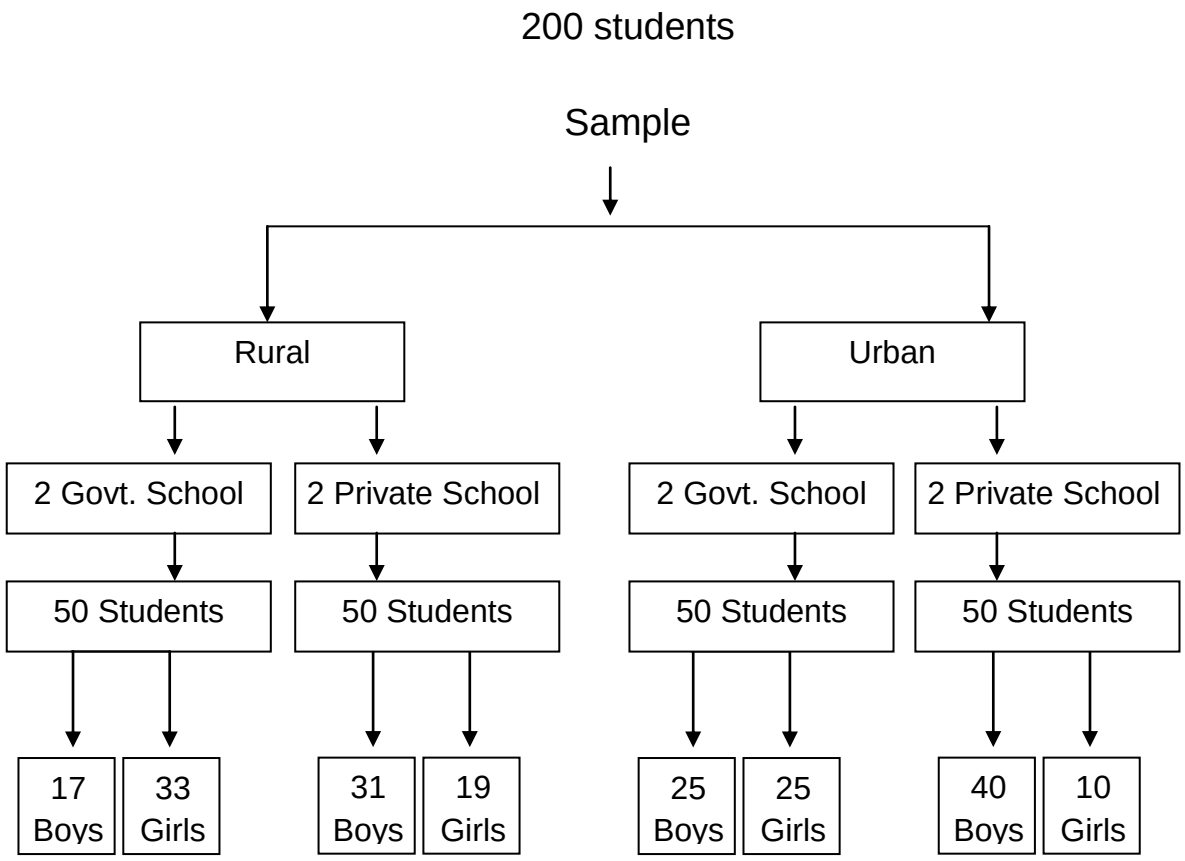
The miniature representation of the large whole is called a sample. Webster in 1895 stated that a sample is a finite part of a statistical population, whose properties are studied to gain information about the whole.

It is a systematic way of taking samples or samples from a population or universe. In the process of sampling, the population is divided into a number of parts which are generally called sampling units.

For the present study a sample of 200 higher secondary schools have been selected randomly. The details of the sample are presented in figure 3.1.

Distribution of Sample for higher secondary school students.

Figure 3.1: Distribution of Sample



The details of the sample selected from the 8 schools private and government affiliated to Jammu and Kashmir State Board of school education have been given in Table 3.1 and 3.2.

Table 3.2

Distribution of Sample for Rural Area

S. No.	Name of the Schools	No. of Students		Total
		Male	Female	
1	Govt. Model higher Secondary School (Marh)	06	19	25
2	Govt. Model higher Secondary School (Damana)	11	14	25
3	Bharati Shiksha Kendra higher Secondary School (Damana)	13	12	25
4	Shakti Shiksha Kendra higher Secondary School (Marh)	18	07	25

Table 3.3

Distribution of Sample for Urban Area

S. No.	Name of the Schools	No. of Students		Total
		Male	Female	
1	Govt. Girls higher Secondary School (Bakshi Nagar, Jammu)	00	25	25
2	Govt. Boys higher Secondary School (Bakshi Nagar, Jammu)	25	00	25
3	Dewan Devi higher Secondary School (Shakti Nagar, Jammu)	15	10	25
4	Vishwa Bharati higher Secondary School (Akalpur Morh, Talab Tillo, Jammu)	14	11	25

3.3 VARIABLES OF THE STUDY

The following Variables have been involved for studies in the present research:

A) Independent Variables

- Gender: Male and Female
- Residential Background: Rural and Urban
- Type of School: (Government and Private)
- Academic Background (Class XI and XII)

B) Dependent Variables

- Social Maturity
- Life Skills

3.4 TOOLS EMPLOYED AND THEIR DESCRIPTION

For the purpose of the accomplishment of objectives, the following tools of research have been used by the researcher

- Standardized tool namely Rao's Social Maturity Scale developed by Rao (2002)
- Life Skills scale was developed by Kumari and Tripathi (2019). The scale comprised of 52 items (26 Positive Items & 26 Negative Items)

3.4.1 Rao's Social Maturity Scale by Nalini Rao (2002)

For the present the investigator will examine the Social Maturity of higher Secondary School Students through a standardised tool namely Rao's Social Maturity Scale (SMS-RN) developed by Nalini Rao (2002). This scale consists of 90 items divided into 3 areas –

I. Personal Adequacy

II. Interpersonal Adequacy

III. Social Adequacy

Table 3.3

Area-wise Serial Numbers of the Items

S.No	Sub-Scale and Categories	Response	Items No.	Total Items	
PERSONAL ADEQUACY					
1.	Work Orientation (WO)	Positive	–	–	12
		Negative	1,10,19,28,37,46,55 64,73,79,85,88	12	
2.	Self Direction (SD)	Positive	–	10	10
		Negative	4,13,22,31,40,49,58, 67,76,82		
3.	Ability to take Stress (AS)	Positive	52	1	8
		Negative	7,16,25,34,43,61,70	7	
TOTAL				30	

Table 3.4

S.No	Sub-Scale and Categories	Response	Items No.	Total Items	
INTER-PERSONAL ADEQUACY					
4.	Communication (CM)	Positive	56,74,80,86	4	12
		Negative	2,11,20,29,36,47,65, 89	8	
5.	Enlightened Trust (ET)	Positive	41,50,59,77,83	5	10
		Negative	5, 14, 23, 32,68	5	
6.	Cooperation (CO)	Positive	17,26	2	8
		Negative	8,35,44,53,62,71	6	
TOTAL				30	

Table 3.5

S.No	Sub-Scale and Categories	Response	Items No.		Total Items
SOCIAL ADEQUACY					
7.	Social Commitment (SC)	Positive	21, 39, 57, 87, 90	5	12
		Negative	3,12,30,48,66,75,81	7	
8.	Social Tolerance (ST)	Positive	24, 42, 51	3	10
		Negative	6, 15, 33, 60, 69, 78, 84	7	
9.	Openness to Change (OC)	Positive	36, 54, 63	3	8
		Negative	9, 18, 27, 45, 72	5	
TOTAL				30	
TOTAL ITEMS : 30 + 30 + 30 =90					

Scoring Procedure

Scoring Procedure for Positive Items		Scoring Procedure for Negative Items	
Strongly Agree	1	Strongly Agree	4
Agree	2	Agree	3
Disagree	3	Disagree	2
Strongly Disagree	4	Strongly Disagree	1

High Score represent the most mature response

Maximum Mature Score – 360

Minimum Mature Score – 90

Reliability

The final form of the 90 items, Social maturity scale was administered twice on a sample of 180 students over an interval of four to five weeks. The sample comprised secondary school subjects from VIII, IX and X grades. The 180 students were equally distributed over grades and sexes and represented different types of management and different types of schools on the sex composition of the student body.

The means on the scores obtained on the two administrations did not statistically differ significantly.

Validity

The most suitable external criterion for validating the social maturity scales was found to be the teacher rating on the attributes of social maturity. In view of the fact that the teachers have close acquaintance with the children in schools and that they have more opportunity to observe the students' behaviour repeatedly and under various conditions across a variety of situations, it makes a potentially good source of information for validating the social maturity characteristics of students.

To facilitate a more accurate response by the teachers where errors in marking would be minimum, it was decided that the scale items should be superimposed as behaviour items, directly observable on model suggested by Jesselson (18). It has been found that judging a complex of traits, as they might be expressed in a hypothetical situation, might tend to invite rating errors in responding to scale protocol. It was therefore necessary that each dimension of the scale was expressed in terms of an observable situational item, where the teacher markings on the students performance would be a near accurate rating of one’s level of mature behaviour.

All the ninety items of the nine Social Maturity sub-scales were, thus, transformed into behavioural terms. It was found that some items easily lend themselves for transformation than the others.

Caution was taken to see that none of the items provided diverse meanings when transformed. Those items which were readily transformable into behavioural items

and those that were more likely to occur in class-room situations were expected to be rated more accurately by teachers.

As the objective of the study was to examine the validity measure of the Social Maturity Scales, it was hypothesised that the Social Maturity Scores of students correlates with the teacher perception of student Social Maturity. It was accordingly assumed that the childrens scores on the Social Maturity Scales correspond to their teacher's perception of their behaviour traits measurable on the social maturity dimension.

It was hypothesised that:

1. Students rated mature on the traits specified areas of behaviour by the teachers, differ significantly in their scores on social maturity scale from the category rated mature.

2. Students rated moderately mature on the basis of their score on social maturity scale differ significantly from students rated mature by the teachers on the trait specified areas of behaviour.

3. Students rated moderately on the trait specified areas of behaviour by the teachers, differ significantly in their scores on the social maturity scale from the category rated immature.

4. Students rated mature on the trait specified areas of behaviour by the teachers differ significantly in their scores on the social maturity scale from the rest of the sample.

A sample of two hundred and eighty-eight students from grades VIII, IX and X, randomly chosen from sixteen schools of Bangalore City were administered the Social Maturity Scales. The subjects were equally distributed over the grades and sexes, and were from schools run by different managements and from co-education and single sex schools.

The total sample of 288 students was rated by 16 teachers in all. Every teacher rated not more than 18 students. The Female and six male teachers were involved on the basis of their close acquaintance with the selected student group. Six students were

randomly selected from each grade in each school and all the six were drawn from a single class-room so as to facilitate the teacher to rate them. The teachers chosen were only those who visited these classes frequently and more often than other teachers and who had taught those selected students at least for one year. Students in each grade were rated by the same teachers in all the schools, which helped the teacher for relatively placing students in one of the mature, moderately mature or immature categories.

With the help of the transformed behavioural items under each subscale, the titles of the nine sub-scales of the social maturity scale were transformed into a trait-specific behaviour item, adopting the techniques suggested by Jesselson et al (18). The Scale thus consisted of nine descriptive behavioural items with the definition of the respective social maturity dimensions. These item stems were provided with three responses which formed a quality continuum from “very mature” to “very immature”. It has an intermediary point with “slightly immature” or "slightly mature” and an undecided point, “cannot say”. The responses were worded:

(1) It is always true.

(2) Sometimes, it is true; sometimes, it is not true.

(3) Always, it is not true.

(4) Cannot say.

The first response was an indication towards maturity, the third response indicated immaturity.

The teachers were individually interviewed and the trait descriptions on the nine scale items were filled in for each student by the teacher with cross questioning by the investigations wherever necessary, which helped to check the halo effect. The responses by teachers yielded three broad classifications of students:

(1) Those who were rated as very mature by responding to the response No. 1: namely, “Always, it is not true”.

(2) Those who were rated the second response thus admitting that the student is not however, mature in his behaviour though he is not very immature.

Another fourth group was also generated which comprised students who were rated by teachers into the undecided category of "cannot say". Table 8 gives the percentages of students in each of the nine trait descriptions under the four categories of responses mentioned above.

Table 3.8

Table Showing the Percentage of Students under the Nine Trait Descriptions of Social Maturity rated by Teachers

S.No.	Traits	Category Rated			
		Mature %	Middle %	Immature %	Undecided %
1.	Work Orientation	30(N=86)	56(N=162)	14(N=40)	_
2.	Self Direction	28(N-81)	51(N=147)	18.7(N=54)	2(N=6)
3.	Ability to Take Stress	31 (N=89)	48(N=138)	18(N=52)	3(N=3)
4.	Communication	33(N=95)	54(N=155)	12(N=35)	1(N=3)
5.	Enlightened Trust	28(N=81)	45(N=129)	19(N=55)	8(N=23)
6.	Cooperation	31(N=89)	53(N=153)	15(N=43)	1(N=3)
7.	Social Commitment	28(N=81)	42(N=120)	26(N=75)	4(N=12)
8.	Social Tolerance	31(N=89)	51(N=147)	16(N=46)	2(N=6)
9.	Openness to change	32(N=92)	50(N=144)	16(N=46)	2(N=6)

3.4.2 Life Skills scale (LSS-KCTA) P. Chandra Kumari and Ayushi Tripathi

Life skills scale was developed by Chandra Kumari and Ayushi Tripathi. The items for the Life skills were designed on the basis of major dimensions of life skills given by the World Health Organization (WHO). The major core areas of life skills suggested by WHO were self-awareness, empathy, critical thinking, decision making, problem solving, interpersonal relationship, effective communication, coping with stress, coping with emotions. Considering all the dimensions of life skills 100 statements were prepared. Response choices are selected so they can represent the

measurement continuum in order. Frequency varied from strongly agree to strongly disagree on the basis of persistent experiences of life skills among adolescents. The items were assigned five possible choices i.e., strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

SCORING PROCEDURE

The final version of 52 items (Life Skills Scale) consists of 26 positively worded statements and 26 negatively worded statements. The item responses were to be elicited on a Likert scale. While scoring, the positively worded items will get higher scores for agreement and lower for disagreement.

Table 3.9

Distribution of positive and Negative items

Items	**Item No.**	**Total**
Positive	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21, 22,23,24,25,26	26
Negative	27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43, 44,45,46,47,48,49,50,51,52	26
	Total number of items	52

Table 3.10

Scoring Pattern

Response	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Note : For smooth scoring, it has been marked near the serial number indicating a negative item.

Reliability

Reliability scores of life skills scale by split half method

The reliability of the life skills scale was estimated by a split half method. The scale items were categorised into two parts (the odd-numbered items and the even-numbered items) and scores were calculated for each half. The correlation was determined between these two scores. Split half method was used to assess the internal consistency of the scale.

Split half method	**R**	**Significance**
Spearman-brown correlation coefficient	0.90	.01
Guttumann split half coefficient	0.90	.01

Reliability scores of Life Skills Scale by Cronbach's alpha.

Cronbach's alpha is the most common measure of reliability. It is used to test the internal consistency of the scale when the study has Likert summated rating scale and wishes to determine if the scale is reliable.

Cronbach's Alpha	**N of Items**	**Significance Level**
0.99	**52**	**.01**

Test-Rest Method

Test-retest reliability is measured by administering a test twice at two different points in time. The LSS was administered on a sample of 300 adolescents. The scale was administered on the same sample after an interval of 3 months.

Test-retest method (Kari Pearson correlation coefficient)	0.99

Significant at .01 level of significance.

VALIDITY

Construct validity As the tool constructed was evaluated by a panel of subject experts, the scale can be said to possess face and content validity.

Average scores for evaluation of statements by experts

Criteria	**Content Appropriateness**	**Comprehension**	**Language**	**Clarity**	**Length of the tool**
Scores	3.5	4	3.5	3.5	3.5

Convergent validity

Convergent validity was done through calculation of correlation

coefficient 'r' between Life Skills Scale and another developed and standardised measure "Youth leadership Life skills Development Scale" by Seevers, Domnody,& Clason, (1995).

Youth Leadership Life Skills Development Scale shows High reliability (internal consistency a > .90) and it possesses construct validity (face and content validity).

Convergent validity score of Life Skill Scale by Pearson correlation method.

Variables	**Karl Pearson correlation Coefficient ('r' value)**
Life Skills scale By investigator	0.93*
Youth Leadership Life skills Development Scale by Seevers, Dommody, & Clason (1995)	

Significant at .01 level of significance

Statistical Results

On the basis of the scores of 300 protocols, the following statistical results were obtained:

Statistical Results

N	Mean	SD	Range of Score
300	146.50	20.41	52-260

Norms

On the basis of the statistical results presented in Table 10, z-Score Norms have been developed and the same have been presented in Table 11.

3.5 ADMINISTRATION OF THE TOOLS

The investigator visited the schools personally for the collection of data.

First of all, the investigator approached the Heads of the institutions and the purpose of the data collection was explained to them. The school students were informed that their responses will be kept confidential and therefore they should be frank, honest, bold and sincere while answering the questions after providing the necessary intentions, the researcher distributed the copies of both tools one by one to the students. Every attempt was to remove their doubts and difficulty. The school students were directed to read statements one by one and tick mark the most suitable response for the respective items in the tools. After the response, the copies of inventory were collected back. In this way, the test was administered in all the selected school students and thus data was collected.

3.6 STATISTICAL TECHNIQUES EMPLOYED

Data collected through the administration of tools have been tabulated and coded in excel. The obtained data has been analysed with the help of SPSS software.

The following statistical techniques have been computed to a accomplish the objectives of the study:

- T-Test
- Pearson’s coefficient of correlation
- Percentage

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of the data means studying the organised material in order to bring out Information useful for decision-making. The purpose of analysis is to find out the relationship between variables, which leads to the verification of hypotheses. Analysis of the data is the process of bringing order, structure and meaning to the mass of collected data. Analysis of the data can be done in the light of the objectives of the study.

The analysis and interpretation of the data collected for the study is important to draw out significant conclusions. Data is meaningless without its analysis and interpretation. The most important step in any research project is analysis and interpretation of the data collected. Collection of the data has no meaning unless it is tackled, properly analysed and interpreted by sophisticated techniques.

In the study, data have been collected from eight higher Secondary Schools of Jammu District. Data has been collected by administering Social Maturity Scale by Nalini Rao (2002), Life Skills scale (LSS-KCTA) P. Chandra Kumari and Ayushi Tripathi. The analysis of the results and their interpretation has been given the following sections.

4.2 RESULTS AND FINDINGS

The resulting data has been analysed using statistical techniques like percentage, Mean, Standard Deviation, t-Test and Pearson's Coefficient of Correlation.

Findings based on the research questions and followed by data analysis have been given below:

4.2.1 Research Objective 1

To find the level of social maturity among higher secondary school students

Table 4.1

Class intervals and levels were calculated to find the number of students in different categories.

S.No.	***z-Score Range***	***Grade***	***Levels of Social Maturity***	***Number of students***	***Percentage %***
1.	+2.01 & above	A	Very High Level Maturity	41	20.5
2.	+1.26 to +2.00	B	High Level Maturity	47	23.5
3.	+0.51 to +1.25	C	Above Average Level Maturity	74	37.0
4.	-0.50 to +0.50	D	Average Level Maturity	31	15.5
5.	-0.51 to -1.25	E	Below Average Level Maturity	3	1.5
6.	-1.26 to -2.00	F	Low Level Maturity	3	1.5
7.	-2.01 and below	G	Very Low Level Maturity	1	0.5

The table 4.1 Shows the number of students falling in the category of very high, High, above average and average level of maturity. Thus the calculated results are that 41(20.5%) students fall under the category of very high level of maturity, 47(23.5%) students have high level maturity, 74(37.0 %) students were under above average level maturity and 31 (15.5%) students were under average level of maturity, 3(1.5%) students were under below average level of maturity, 3(1.5%) students were under low level of maturity, 1(0.5%) students were under very low level of maturity among higher secondary school students.

4.2.2 Research objective 2

To study differences in social maturity of higher secondary school students with respect to gender

To study the difference in the social maturity of the male and female students studying in higher secondary schools; mean, standard deviation, t-value have been calculated. The resulting data have been shown in table 4.2.

Table 4.2

Values of N, Mean, S.D, SE_M and t-value for the social maturity of higher secondary school students in relation to gender.

Dimension	Gender	N	Mean	S.D	SE_M	Df	t	Level of Significance
Social Maturity	M	103	170.73	20.06	1.98	198	0.91	Not Significant
	F	97	173.68	25.80	2.62			

Table 4.2 shows that the calculated t-values (0.91) is less than the table value of 't'(1.97) at 0.05 level of significance for social maturity of higher secondary school students in relation to their gender. Thus there is no significant difference between the social maturity of male and female higher secondary school students. In the light of the present finding hypothesis number 2 stating that no significant difference in the social maturity of higher secondary school students in relation to their gender has not been rejected.

4.2.3 Research objective 3

To find the difference in social maturity of higher secondary school students with respect to type of school

Table 4.3

Mean, S.D., SE_M and t-value for the social maturity of higher secondary school students in relation to type of school.

Dimension	Type of School	N	Mean	S.D	SE_M	Df	t	Level of Significance
Social Maturity	Government	100	170.27	24.98	2.50	198	1.16	Not Significant
	Private	100	174.05	20.82	2.08			

Table 4.3 shows the calculated value of t-test which has been employed to determine the significant difference in social maturity of secondary school students with respect to type of school. The calculated value i.e. 1.16 is less than the table value at 0.05 level which is 1.98 and also less at 0.01 level which is 2.63, which infers that there is no significant difference in social maturity of secondary school students with respect to type of school. In the light of present findings, hypothesis stating that there is no significant difference in social maturity of secondary school students with respect to type of school has not been rejected.

4.2.4 Research objective 4

To assess the level of life skills among higher secondary school students

Table 4.4

Class intervals and levels were calculated to find the number of students in different categories

S.No.	Raw Scores Range	z- Score Range	Grade	Level of life skills	Number of Students	Percentage
1	188 & above	+2.01 & above	A	Extremely High	5	2.5
2	173 - 187	+1.26 to +2.00	B	High	47	23.5
3	157 - 172	+0.51 to +1.25	C	Above Average	74	37.0
4	137-156	-0.50 to +0.50	D	Average	31	15.5
5	121- 136	-1.25 to -0.51	E	Below Average	3	1.5
6	106 - 120	-2.00 to -1.26	F	Low	3	1.5
7	105 & below	-2.01 & below	G	Extremely Low	1	0.5

The table 4.4 Shows the number of students falling in the category of Extremely high, High, Above average, Average, Below average, Low and Extremely low level of life skills among higher secondary school students. Thus, the calculated results are that 5(2.5%) students falls under the category of extremely high level of life skills, 47(23.5%) students have high level of life skills, 74(37%) students have above average level of life skills, 31(15.5%) students have average level of life skills,3(1.5%) students were under below average level of life skills, 3(1.5%) students were under low level of life skills, 1(0.5%) students were under extremely low level of life skills among higher secondary school students.

4.2.5 Research objective 5

To find differences in life skills of higher secondary school students with respect to gender

To study the difference in life skills of the male and female students studying in higher secondary schools; mean, standard deviation, t-value have been calculated. The resulting data have been shown in the table 4.4

Table 4.5

Values of N, Mean, S.D., df and t-value of the like skills of higher secondary school students in relation to Gender.

Dimension	Gender	N	Mean	S.D	SE_M	df	t	Level of Significance
Life Skills	M	103	216.15	29.31	2.89	198	0.11	Not Significant
	F	97	216.61	29.38	2.98			

Table 4.5 shows that the calculated t-value (0.11) is less than the table value of (1.97) at 0.05 level of significance for life skills of higher secondary school students in relation to their gender. Thus, there is no significant difference in life skills as perceived by higher secondary school students in relation to their gender.

Hence, hypothesis no.5 stating that no significant difference in life skills as perceived by higher secondary school students in relation to their gender has not been rejected.

4.2.6 Research objective 6

To find differences in life skills of higher secondary school students with respect to type of school

Table 4.6

Mean, S.D., SE_M and t-value for the score of life skills of higher secondary school students in relation to type of school.

Dimension	Type of School	N	Mean	S.D	SE_M	df	t	Level of Significance
Life Skills	Government	100	214.12	28.68	2.87	198	1.09	Not Significant
	Private	100	218.62	29.83	2.98			

Table 4.6 shows the calculated value of t-test which has been employed to determine the significant difference in life skills of secondary school students with respect to type of school. The calculated value i.e. 1.09 is less than the table value at 0.05 level which is 1.98 and also less at 0.01 level which is 2.63, which infers that there is no significant difference in life skills of secondary school students with respect to type of school. In the light of present findings, hypothesis stating that there is no significant difference in life skills of secondary school students with respect to type of school has not been rejected.

Research Objective 7

To find the relationship between social maturity and life skills of higher secondary school students

Pearson's coefficient of correlation (r) has been computed to analyse the relationship between social maturity and life skills of higher secondary school students. The result has been given in the Table 4.7

Table 4.7

Coefficient of correlation between social maturity and life skills of higher secondary school students in Jammu

Variables	N	r	Level of Significance
Social Maturity	200	0.13	Significant at 0.05 level
Life Skills			

The result of table 4.7 represents the calculated value of Pearson's correlation coefficient (r = 0.13) which is significant at 0.05 level for df 198. Therefore, it can be inferred that a significant relationship exists between two variables i.e. social maturity and life skills but the relationship appears to be positive, indicating that if one variable is increased the other variable will also be increased.

Hence hypothesis no. 7 stating a significant relationship between social maturity and life skills among higher secondary school students has been rejected.

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER

5.1 FINDINGS

After processing the data, obtaining and interpreting the result in the previous chapter, the findings have been delimited and discussed in the present chapter. These findings can be generalised to the extent of representative of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. Keeping the major findings in view, the educational implications of the study have been worked out. Some suggestions have been given for further research. The chapter is therefore devoted to focusing, conclusions, discussion of results of the study and for indicating their implications and suggestions for further research.

5.2 MAJOR FINDINGS OF THE STUDY

The major findings of the present study are reported in the following subsections:

5.2.1 Research Objective 1

To study the level of social maturity among higher secondary school students.

The results indicate that 41(20.5%) student has been found to have a very high level of maturity, 47(23.5%) student have high level majority, 74(37.0%) student have under above average level of maturity, 31(15.5%) have average level of maturity, 3(1.5%) students have below average level maturity and 1(0.5%) student have low level maturity. Thus, it can be concluded that the majority of the students have a below average level maturity.

5.2.2 Research Objective 2

To study differences in social maturity higher secondary school students with respect to gender.

For the fulfilment of this objective, mean score, and t-value of male and females of higher secondary school students was computed. The mean score of male is 170.73 and female is 173.68. The t-value came out to be 0.91 which is not significant at both the levels of significance. The findings of the present study shows that there is no significant difference in social maturity of higher secondary school students with respect to gender.

5.2.3 Research Objective 3

To find the difference in social maturity of higher secondary school students with respect to type of school.

For the fulfilment of this objective, mean score and t-value of government and private schools was computed. The mean score of government schools was 170.27 and for private schools was 174.05. The t-value came out to be 1.16 which is not significant at both the levels of significance. The findings of the present study shows that there is no significant difference in social maturity of higher secondary school students with respect to type of school.

5.2.4 Research Objective 4

To assess the level of life skills among higher secondary school students

The results indicate that 5(2.5%) student has been found to have a extremely high level of life skills, 47(23.5%) student have high level life skills,74(37%) students have above average level of life skills, 31(15.5%) student have under average level of life skills, 3(1.5%) have below average level of life skills, 3(1.5%) students have low level of life skills and 1(0.5%) student have extremely low level of life skills. Thus, it can be concluded that the majority of the students have an above average level of life skills.

5.2.5 Research Objective 5

To find differences in life skills of higher secondary school students with respect to gender.

To the fulfilment of this objective, mean score and t-value of males and females of higher secondary school students was computed. The mean score of male is 216.15 and female is 216.61. The t-value came out to be 0.11 which is not significant at both the levels of significance. The findings of the present study shows that there is no significant difference in life skills of higher secondary school students with respect to gender.

5.2.6 Research Objective 6

To find differences in life skills of higher secondary school students with respect to type of school.

To fulfil this objective, the mean score and t-value of government and private schools was computed. The mean score of government schools is 214.12 and for private schools 218.62. The t-value came out to be 1.09 which is not significant at both the levels of significance. The findings of the present study shows that there is no significant difference in life skills of higher secondary school students with respect to type of school.

5.2.7 Research Objective 7

To find the relationship between social maturity and life skills of higher secondary school students.

For the fulfilment of this objective, the Pearson's Coefficient of correlation (r) has been computed to analyse the relationship between social maturity and life skills of higher secondary school students. The (r) value came out to be 0.13. Correlation is not significant at 0.01 level of significance. There is negligible correlation between social maturity and life skills of higher secondary school students. Hence it can be concluded that the relationship between social maturity and life skills has been found not significant for the students studying in higher secondary school.

5.3 CONCLUSIONS AND DISCUSSIONS

On the basis of the interpretation of the results drawn in the present study, the following conclusion has been drawn.

1. The findings of the present study revealed that the social majority of students studying in higher secondary schools have a below average level of social maturity. Only 41(20.5%) students has been found to have a very high level of maturity, 47(23.5%) students have high level maturity, 74(37.0%) students have under above average level of maturity, 31(15.5) have average level of maturity, 3(1.5%) students have below average level maturity and 3(1.5%) students have low level maturity, 1(0.5%) students have very low level of social maturity.

2. The findings of the present study revealed that the life skills of students studying in higher secondary schools have an above average level of life skills. Only 5(2.5%) student has been found to have a extremely high level of life skills, 47(23.5%) student have high level life skills,74(37%) students have above average level of life skills, 31(15.5%) student have under average level of life skills, 3(1.5%) have below average level of life skills, 3(1.5%) students have low level of life skills and 1(0.5%) student have extremely low level of life skills.

3. The findings of the present study revealed that there is no significant difference in social maturity of higher secondary school students with respect to gender, whereas the study of Hooda and Choudhary (2014) on social maturity of adolescence in relation to their gender showed contrary results.

4. The findings of the present study revealed that there is no significant difference in social maturity of higher secondary school students with respect to type of school, whereas the study of Khan (2016) on social maturity of students of government and private schools showed that 70% of government school students were under good level of social maturity whereas 40% of private schools were also good social maturity scale.

5. The findings of the present study revealed that there are no significant differences in life skills of higher secondary school students with respect to gender.

6. The findings of the present study revealed that there is no significant differences in life skills of higher secondary school students with respect to type of school.

7. The findings of the present study revealed that there is significant correlation between social maturity and life skills of higher secondary school students, whereas the study of Anandraj and Regina (2021) showed contrary results.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

- Parents should show genuine interest and support for the development of life skills among their children. They should encourage their children to explore their interests and abilities.

- The teachers, administrators and counsellors should organise and encourage students to take part in extra co-curricular activities to develop life skills among them.

- To develop social maturity and life skills among student's number of activities like extension lectures, life skill training programs, cultural programs, games etc. should be organised in the schools by school authorities.

- The teacher can encourage students to work together on a creative challenge and allow them to reflect on the learning they take from the exercise. Also, the teachers should help the students to better understand what it means to be a part of an increasingly collaborative and connected world.

- Making essential changes to the government school policy is crucial to enhance life skills education. This will contribute to the holistic growth of students attending government schools.

- The collaboration between school staff and parents is essential in devising methods to enhance children's social maturity and life skills.. Regular meetings involving teachers, guidance workers, and counsellors, along with parents, can establish a nurturing school environment. Additionally, teachers should motivate students to engage in group activities, fostering social connections with their peers. It's important to give children chances to interact with society members, encouraging their involvement in meaningful and productive social interactions.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

During research, investigator realises several views related to their research and other aspects and in the light of the gained experiences during this whole research work, the investigator suggests following areas for research in future:

- A similar study can be conducted on a large sample to check the level of social maturity and life skills of teachers.
- Asimilar study can be conducted on the variables like age and qualification for the teachers of higher secondary schools.
- A similar study can be conducted to compare the social maturity and life skills of primary school teachers and secondary school teachers.
- Asimilar study can be conducted on secondary teachers of other states.

SUMMARY

TOPIC: A STUDY OF SOCIAL MATURITY AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO LIFE SKILLS

SUPERVISOR
Dr. Bindu Dua

INVESTIGATOR
Anita Sharma
Roll No. 2101013
M.Ed Sem-IV

A. THE PROBLEM

In today's intricate world, adolescents grapple with heightened stress levels, a repercussion of the complexities they face. Equipping them with essential life skills becomes paramount to navigate these challenges as individuals and within social circles. The acquisition of such skills not only aids in stress management but also cultivates resilience, enabling them to confront life's hurdles. Social maturity, a key facet, fosters the transition into well-adjusted adults. It hinges upon a repertoire of social skills, from effective communication to adept decision-making, all of which collectively contribute to a positive self-image and promising career prospects.

As Aristotle aptly stated, humans are inherently social beings, finding fulfilment in collective existence. Beyond mere biological existence, true humanity thrives within society, necessitating the development of skills for harmonious coexistence. Social maturity, encompassing traits like stress tolerance, ethical decision-making, adept communication, and societal responsibility, becomes an integral aspect of personality development. Adolescence marks a pivotal stage, bridging childhood and adulthood, demanding a requisite level of social maturity for holistic growth and the capacity to contribute positively to society.

In the realm of psychology, maturity embodies the ability to respond appropriately to one's surroundings, reflecting an acute awareness of context, timing, and cultural norms. A mature individual discerns the optimal moment for action and behaviour, adapting to diverse situations while respecting the society's ethos. As the tapestry of

human development weaves together, nurturing social maturity stands as a vital thread, ensuring a generation of well-rounded, responsible individuals who not only thrive personally but also enrich the tapestry of society itself.

B. SOCIAL MATURITY

In summary, social maturity encompasses the ability to live harmoniously within communities, adapting socially to various situations. It enables adolescents to better understand their social surroundings, influencing their interactions and fostering consistent social behaviours. Social maturity involves building positive relationships with family, friends, neighbours, and society at large. It can be viewed in two aspects: age-appropriate behaviour and alignment with adult standards. Ultimately, social maturity empowers young individuals to navigate social contexts successfully, contributing to their personal growth and positive social engagement.

LIFE SKILL

Life skills are essential psychological competences that empower individuals to navigate challenges and lead a positive, adaptable life. These abilities, cultivated from early childhood through adulthood, are vital for effective functioning in society. They foster healthy relationships, reduce stress, and promote appropriate responses to situations. Especially during adolescence, when individuals are most productive, life skills education becomes crucial. Recognizing this, education systems, including CBSE in India, have integrated life skills education into their curricula. Such education bridges the gap between basic functionality and enhanced capabilities, preparing students to face societal issues with practical, desirable behaviour. As we move through the 21st century, the importance of life skills remains clear, enabling students to seize opportunities, make ethical decisions, and maintain positive emotional well-being. These skills empower adolescents to translate dreams into action, navigate conflicts, and develop interpersonal relations, ensuring personal growth and harmonious coexistence

B. NEED AND SIGNIFICANCE

Social maturity and life skills are crucial aspects of a student's development, especially among higher secondary school students. These skills go beyond academic

knowledge and play a significant role in preparing students for success in various aspects of their lives, both during their education and in their future careers and personal lives. higher secondary school students are at age where they are developing deeper interpersonal relationships with peers, teachers, and family members. Social maturity helps them navigate these relationships in a positive and effective manner. Adolescence is a time of emotional upheaval. Developing social maturity helps students understand and manage their emotions better, enabling them to cope with stress, anxiety, and conflicts more effectively. Life skills encompass a range of practical abilities necessary for daily living. These skills include time management, financial literacy, problem solving, critical thinking and organisational skills. They equip students to handle various challenges they may encounter in adulthood. Life skills contribute to overall well- being and social maturity. Stress management, resilience and coping strategies are essential tools for managing the pressures of academics and Social maturity and life skills complement academic knowledge, fostering well-rounded development in students. Students with strong social maturity and life skills are better equipped to succeed academically, professionally, and personally. Social maturity and life skills help students resist negative influences and make informed, responsible choices.

Incorporating programs and activities that focus on developing social maturity and life skills among higher secondary school students is essential for their comprehensive growth and preparation for a successful future. Schools, parents, and communities are pivotal in providing opportunities for students to cultivate these skills and attitudes. The present study is a step in this direction of understanding the effect of social maturity on the life skills of higher secondary school students.

C. STATEMENT OF THE PROBLEM

SOCIAL MATURITY AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO LIFE SKILLS

D. OBJECTIVES OF THE STUDY

- To assess the level of social maturity among higher secondary school students.

- To study the difference in social maturity of higher secondary school students with respect to gender.
- To study the difference in social maturity of higher secondary school students with respect to type of school.
- To assess the level of life skill awareness among higher secondary school students.
- To study differences in life skills of higher secondary school students with respect to gender .
- To study differences in life skills of higher secondary school students with respect to type of school.
- To study the relationship between social maturity and life skills of higher secondary school students.

E. HYPOTHESES OF THE STUDY

- There is a moderate level of social maturity among higher secondary school students.
- There is no significant difference in social maturity of higher secondary school students with respect to gender.
- There is no significant difference in social maturity of higher secondary school students with respect to type of school.
- There is a moderate level of life skill awareness among higher secondary school students.
- There is no significant difference in life skills of relation to their gender.
- There is no significant difference in life skills among higher secondary school students in relation to different types of schools.
- There is no significant relationship between social maturity and life skills of higher secondary school students.

F. SAMPLE OF THE STUDY

The miniature representation of the large whole is called Sample. Webster in 1895 stated that a sample is a finite part of a statistical population, whose properties are studied to gain information about the whole.

It is a systematic way of taking samples or samples from a population or universe. In the process of sampling, the population is divided into a number of parts which are generally called sampling units.

For the present study a sample of 200 higher secondary schools have been selected randomly.

G. DELIMITATION OF THE STUDY

1. The study has been delimited to 200 higher secondary school students studying in government and private schools of Jammu.

2. Study has been delimited to only two standardised tools namely:

- Rao's Social Maturity Scale by Rao (2002)
- Life Skills scale by Kumari and Tripathi (2019)

H. VARIABLES OF THE STUDY

The following Variables have been involved for studies in the present research:

A) Independent Variables

- Gender: Male and Female
- Residential Background: Rural and Urban
- Type of School: (Government and Private)
- Academic Background (Class XI and XII)

B) Dependent Variables

- Social Maturity
- Life Skills

I. TOOL EMPLOYED IN THE STUDY

For the purpose of the accomplishment of objectives, the following tools of research have been used by the researcher

- Standardized tool namely Rao's Social Maturity Scale developed by Rao (2002)
- Life Skills scale was developed by Kumari and Tripathi (2019). The scale comprised of 52 items (26 Positive items & 26 Negative items).

J. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed on the results, namely Mean, Standard Deviation, t-test and Pearson's Coefficient of Correlation, which are given in the following tables.

Research Objective 1

To find the level of social maturity among higher secondary school students.

Table 1

Class intervals and levels were calculated to find the number of students in different categories.

S.No.	***z-Score Range***	***Grade***	***Levels of Social Maturity***	***Number of students***	***Percentage %***
1.	+2.01 & above	A	Very High Level Maturity	41	20.5
2.	+1.26 to +2.00	B	High Level Maturity	47	23.5
3.	+0.51 to +1.25	C	Above Average Level Maturity	74	37.0
4.	-0.50 to +0.50	D	Average Level Maturity	31	15.5

5.	-0.51 to -1.25	E	Below Average Level Maturity	3	1.5
6.	-1.26 to -2.00	F	Low Level Maturity	3	1.5
7.	-2.01 and below	G	Very Low Level Maturity	1	0.5

The table 4.1 Shows the number of students falling in the category of very high, High, above average and average level of maturity. Thus the calculated result are that 1(0.5%) student falls under the category of very high level of maturity, 3(1.5%) students have high level maturity, 3(1.5 %) students were under above average level maturity and 31 (15.5%) students were under average level of maturity.

Research objective 2

To study differences in social maturity of higher secondary school students with respect to gender.

To study the difference in the social maturity of the male and female students studying in higher secondary school; mean, standard deviation, t-value have been calculated. The resulting data have been shown in table 4.2.

Table 4.2

Values of N, Mean, S.D, SE_M and t-value for the social maturity of higher secondary school students in relation to gender.

Dimension	Gender	N	Mean	S.D	SE_M	Df	t	Level of Significance
Social Maturity	M	103	170.73	20.06	1.98	198	0.91	Not Significant
	F	97	173.68	25.80	2.62			

Table 4.2 shows that the calculated t-values (0.91) is less than the table value of 't'(1.97) at 0.05 level of significance for social maturity of higher secondary school students in relation to their gender. Thus there is no significant difference between the social maturity of male and female higher secondary school students. In the light of

the present finding hypothesis number 2 stating that no significant difference in the social maturity of higher secondary school students in relation to their gender stands accepted.

Research objective 3

To find the difference in social maturity of higher secondary school students with respect to type of school.

Table 4.3

Mean, S.D., SE_M and t-value for the social maturity of higher secondary school students in relation to type of school.

Dimension	Type of School	N	Mean	S.D	SE_M	Df	t	Level of Significance
Social Maturity	Government	100	170.27	24.98	2.50	198	1.16	Not Significant
	Private	100	174.05	20.82	2.08			

Table 4.3 shows the calculated value of t-test which has been employed to determine the significant difference in social maturity of higher secondary school students with respect to type of school. The calculated value i.e. 1.16 is less than the table value at 0.05 level which is 1.98 and also less at 0.01 level which is 2.63, which infers that there is no significant difference in social maturity of secondary school students with respect to type of school. In the light of present findings, hypothesis stating that there is no significant difference in social maturity of secondary school students with respect to type of school stands accepted.

Research objective 4

To find differences in life skills of higher secondary school students with respect to gender.

Table 4.4

Mean, S.D. and t-value of the like skills of higher secondary school students in relation to Gender.

Dimension	Gender	N	Mean	S.D	SE_M	df	t	Level of Significance
Life Skills	M	103	216.15	29.31	2.89	198	0.11	Not Significant
	F	97	216.61	29.38	2.98			

Table 4.4 shows that t-values (0.11) for life skills of higher secondary school students with respect to gender have not been found significant at both the levels of significance. Hence, the hypothesis stating that there has been no significant difference in life skills in relation to their gender has been accepted.

4.2.4 Research objective 5

To find differences in life skills of higher secondary school students with respect to type of school.

Table 4.5

Mean, S.D., SE_M and t-value for the life skills of higher secondary school students in relation to type of school.

Dimension	Type of School	N	Mean	S.D	SE_M	df	t	Level of Significance
Life Skills	Government	100	214.12	28.68	2.87	198	1.09	Not Significant
	Private	100	218.62	29.83	2.98			

Table 4.5 shows the calculated value of t-test which has been employed to determine the significant difference in life skills of higher secondary school students with respect to type of school. The calculated value i.e. 1.09 is less than the table value at 0.05 level which is 1.98 and also less at 0.01 level which is 2.63, which infers that

there is no significant difference in life skills of higher secondary school students with respect to type of school. In the light of present findings, hypothesis stating that there is no significant difference in life skills of secondary school students with respect to type of school stands accepted.

Research Objective 6

To find the relationship between social maturity and life skills of higher secondary school students.

Pearson's correlation (r) has been computed to analyse the relationship between social maturity and life skills of higher secondary school students. The result has been given in the Table 4.6

Table 4.6

Coefficient of correlation between social maturity and life skills of higher secondary school students in Jammu.

Variables	N	r	Level of Significance
Social Maturity	200	0.13	Significant at 0.05 level
Life Skills			

Table 4.6 shows that correlation between social maturity and life skills of higher secondary school students 0.13 is significant at 0.05 level of significance. This result indicates that there is significant correlation between social maturity and life skills of higher secondary school students. In the light of present findings, hypothesis stating that there has been no significant correlation between social maturity and life skills stands rejected.

K EDUCATIONAL IMPLICATIONS OF THE STUDY

- Parents should show genuine interest and support the development of life skills among their children. They should encourage their children to explore their interests and abilities.

- The teachers, administrators and counsellors should organise and encourage students to take part in extra co-curricular activities to develop life skills among them.

- To develop social maturity and life skills among student's number of activities like extension lectures, life skill training programs, cultural programs, games etc. should be organised in the schools by school authorities.

- The teacher can encourage students to work together on a creative challenge and allow them to reflect on the learning they take from the exercise. Also, the teachers should help the students to better understand what it means to be a part of an increasingly collaborative and connected world.

- Making essential changes to the government school policy is crucial to enhance life skills education. This will contribute to the holistic growth of students attending government schools.

- The collaboration between school staff and parents is essential in devising methods to enhance children's social maturity and life skills.. Regular meetings involving teachers, guidance workers, and counsellors, along with parents, can establish a nurturing school environment. Additionally, teachers should motivate students to engage in group activities, fostering social connections with their peers. It's important to give children chances to interact with society members, encouraging their involvement in meaningful and productive social interactions.

L. SUGGESTIONS FOR FURTHER RESEARCH

During research, investigator realises several views related to their research and other aspects and in the light of the gained experiences during this whole research work, the investigator suggests following areas for research in future:

- A similar study can be conducted on a large sample to check the level of social maturity and life skills of teachers.

- Asimilar study can be conducted on the variables like age and qualification for the teachers of higher secondary schools.

- A similar study can be conducted to compare the social maturity and life skills of primary schoolteachers and secondary school teachers.
- Asimilar study can be conducted on secondary teachers of other states.

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Dr. Chandra Kumari
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Scholar
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Faculty of Home Science
BANASTHALI VIDYAPITH (Raj.)

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NATIONAL PSYCHOLOGICAL CORPORATION

UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

INTRODUCTION

Life skills are essentially those abilities that help to promote mental well being and competence in young people as they face the realities of life. In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. To cope with the increasing pace and change of modern life, adolescents need life skills awareness such as the ability to deal with stress and frustration. Today's adolescents will have many new tasks over the course of their lives, with associated pressures and the need for flexibility. Life skills are ability for adaptive and positive behavior that enables human challenges for life.

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life; find new ways of thinking and problem solving; recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others; build confidence both in spoken skills and for group collaboration and cooperation; analyze options, make decisions sense of self-awareness and appreciation for others; and understand why they make certain choices outside the classroom.

Adolescence is a period of life with specific health and development needs and right. It is also a time to develop knowledge and skills and learn to mange emotions and relationships. Adolescence is typically considered the transitional age of life. Adolescence is the period of psychological and social transition between childhood and adulthood. "Adolescence", a transitional period in which children are on the way of becoming adult. Adolescents are rebellious in nature and excited to grab the opportunity of independence. Increased curiosity of opposite sex interaction and extreme demand of entering into a new world create trouble for them. Life skills work as assets to cope with difficult situations and provide stage of assertiveness.

UNFPA report for UN system in India (2003) reported that different policies and programs define adolescent' age group differently. 'Adolescents' in the draft youth policy have been defined as the age group between 13-19 years; under the

ICDS programme adolescent girls are considered to be between 11-18 years; the constitution of India and labor laws of the country consider people up to the age of 14 as children whereas the reproductive and child health programme mentions adolescents being between 10-19 years. WHO defines the age group 10-19 years as adolesents. Internationally, the age group of 10-19 years is considered to be the age of adolescence. It is evident that in India, age limits of adolescents have been fixed differently under different programs keeping in view the characteristics of this age group; it is widely felt and recommended that it would be most appropriate to consider adolescents as between 10-19 years of age.

Bandura (1974) concluded that the methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behavior. This is described in the Social Learning Theory. **Mangrulkar et al. (2003)** interpreted that cognitively based competence-building model of primary prevention theorizes that teaching Interpersonal Cognitive Problem Solving (ICPS) skills to children at a young age can reduce and prevent negative inhibited and impulsive behaviors. It has been known through various researches that, right from the preschool and early school years, children show difficulties in interpersonal skills and other problem solving thinking skills concurrently. This is in contrast with children who express enhanced positive social behaviors and enhanced thinking skills. **Garfalo et al. (2012)** suggested that participation in the intervention many reduce HIV-related risk behaviors. **Botvin** found that at the end of the twelfth grade, as students began to drive, the students who received the LST prevention program were less likely to have driving violations or to get into trouble for dangerous and risky driving. The fact that the LST approach has already been shown to reduce several different types of problem behaviors raises the exciting possibility that this type of prevention approach may also reduce still other types of problem behaviors. But, it will take additional research to determine whether or not that is true.

Rosen *et al.*, (2001) suggested new short form of LSP to introduce all five sub scale of the full form. This can be more suited to routine disability and aggregated outcome assessments, but less suited than the LSP-39 to detailed research, or to interactive use a part of service user's individual care planning and review. **Subasree and Nair (2014)** concluded that Life Skills are potential of being observed through measurement and a visible change in behviour could be overtly seen through life skills enhancement training. **Kennedy *et al.*, (2014)** proposed a simple effective; measure of program impact has remained elusive. They used observational data from 1,136 disadvantaged children aged 8 to 16 years to construct a simple 5-item impact assessment scale. Although the scale was developed in India, they envisaged that it could be used with disadvantaged children worldwide. **Kristina and Louis (2011)** showed result that the data collected from 111 participants suggests that the instrument is both valid and reliable for the intended age group. Study results, limitations, and ideas for future research are discussed. **Kaur (2011)** found that the emotional intelligence and life skills like well being and self efficacy is a need of assessment for testing the life skill capabilities among adolescents. **Anuradha (2012)** suggested that adolescents were having moderately good life skills and scored moderate in self concept scores. Moderate association was found between life skills and father's education and self-concept score and family income ($p<0.05$). However, a strong association was found between the life skill and self concept core of adolescents. **Kobayashi *et al.* (2013)** reported the validity of goodness of fit model and the reliability of scale indicate that the multidimensional scale of life skill assessment is an effective assessment tool.

Development of the scale

The items for the Life Skills Scale were designed on the basis of major dimensions of life skills given by World Health Organization (WHO). The major core areas of life skills suggested by WHO were **self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, interpersonal relationship, effective communication, coping with stress, coping with emotions.** Considering all the dimensions of life skills 100 statements were prepared. Response choices are selected so they can represent the measurement continuum in order. Frequency varied from strongly agree to strongly disagree on the basis of persistent experiences of life skills among adolescents. The items were assigned five possible choices *i.e.* strongly Agree, Agree, Neutral, Disagree, Strongly

Disagree. The response choices were scaled to be 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, 1 for Strongly Disagree for positive statements and 1 for Strongly Disagree, 2 for Disagree, 3 for Neutral, 4 for Agree, 5 for Strongly Agree for negative statements.

Adolescent with low level of life skills are known to develop high risk behavior which leads to long lasting health and social consequences. Many countries across the world have introduced life skill education in the school curriculum or for adolescents in special situation. Measuring the life skill of adolescents becomes the most important aspect of present scenario. To evaluate their competency, strength and weakness and to provide the better opportunities to enhance the life skills of adolescents. Reviews indicate availability of foreign tools for life skill assessment. In India very few tools are available but the few present tools are very lengthy. Hence, in the light of the above discussion "Development and Validation of Life Skills Scale for Adolescents (LSS)" have been attempted.

Evaluation by experts

The prepared tool was evaluated by language experts as well as subject experts. Panel of language experts (10) and subject experts (15) evaluated the tool on the basis of content appropriateness, comprehension ability, language, clarity and length of the tool. The tool was distributed among 15 subject expert (5 experts from department of social work, 4 experts from department of management, 3 experts from department of home science, 2 from education and 1 from department of psychology). Language experts from department of English evaluated the scale for correctness from language point of view. The items were evaluated by subject experts for the sake of content and face validity as well as length of the prepared tool. The evaluation of the statements was done on five point scale–very good, good, average, poor and very poor on the criteria of content appropriateness, comprehension ability, language, clarity, length of the tool.

Modification in the items on the basis of expert advice

The required modification was done on the basis of suggestions given by panel of experts. Most of the changes were incorporated according to the expert advice. One of the ways in which Repeated and ambiguous items were removed. As such the items were reduced from 100 to 61.

Tryout of the scale (pilot study)

Pilot study is a small scale study which helps researcher to decide how best to conduct a large scale research. Pilot study was conducted on 50 students age group 10 to 19 years from Lucknow (U.P.).

The pilot data were arranged in descending order, the data was divided into two parts (low scorer and high scorer) on the basis of 25th percentile (13 subjects of high scorer and 13 subjects of low scorer). The data of 13 high scorers and 13 low scorers were analyzed statistically through SPSS (Version 20.0). The process suggested by Edward 1957 was used for item selection through "*t*-test" that, statements for which "*t*' value between 1.75 to 6.2617 is accepted and other are rejected. Out of 61 items, 52 items were accepted and 9 items were rejected.

Item Analysis

The scores of the 50 protocols were set in descending order and 25% highest scores and 25% lowest scores were separated and *t*-test was done between the two sets of scores.

The results is presented in Table 1. (Item Analysis).

TABLE 1

Item Analysis

Sr. No	STATEMENTS	t-value	ACEPTED OR REJECTED
1.	I am able to interact with others in every situation	3.227	Accepted
2.	I am always ready to take initiative.	1.961	Accepted
3.	I believe hope gives new chance to life.	1.608	Rejected
4.	I can make decisions easily.	2.263	Accepted
5.	I am emotionally balanced.	2.961	Accepted
6.	I make sure I understand what other person is saying.	3.800	Accepted
7.	I respect work carried by others.	0.989	Rejected
8.	I am able to organize different thoughts in my mid.	3.333	Accepted
9.	I consider my parents as my back bone.	2.276	Accepted
10.	I can handle many situations at a time.	2.539	Accepted
11.	I am able to justify my actions.	3.255	Accepted
12.	I know how to express my motion in front of others.	2.980	Accepted
13.	I offer an empathetic advice to others without being judgmental.	2.419	Accepted
14.	I consider stressors as motivator.	4.029	Accepted
15.	I am able to manage under stressful situation.	3.508	Accepted
16.	I am able to resolve my relationship issues.	2.362	Accepted
17.	I take the responsibilities of the consequences of my actions.	3.367	Accepted

Sr. No	STATEMENTS	t-value	ACEPTED OR REJECTED
18.	I think positive even though the situation seems negative.	2.019	Accepted
19.	I am not influenced by others easily.	3.888	Accepted
20.	I find solution to problems that others find impossible to solve.	3.255	Accepted
21.	I think before I speak.	3.703	Accepted
22.	I am able to understand intuitions of others.	0.893	Rejected
23.	I can resist myself from high risk behviour.	2.008	Accepted
24.	I believe that our personality is the reflection of our thoughts.	2.224	Accepted
25.	I am able to identify my priorities.	3.291	Accepted
26.	I am able to tackle with the problems through words and actions.	3.108	Accepted
27.	I am adaptive in new environment.	0.519	Rejected
28.	I am able to generate new ideas.	4.360	Accepted
29.	I do not blame others for my failures.	3.213	Accepted
30.	I am always ready to help others.	1.931	Accepted
31.	I feel that I have poor communications skill.	4.564	Accepted
32.	I am not able to figure out the intensions of the people for any work they do.	3.691	Accepted
33.	I am not comfortable when people talk about any sensitive issue.	2.287	Accepted
34.	I usually lie to protect myself from punishments.	1.412	Rejected
35.	I am not comfortable to share my personal issues with parents.	1.700	Rejected
36.	I am not able to make clear plans for any task.	4.005	Accepted
37.	I am not able to identify the source of stress.	3.450	Accepted
38.	I have poor imagination skills.	3.645	Accepted
39.	I don't feel active enough for every task that comes my way.	3.376	Accepted

Sr. No	STATEMENTS	t-value	ACEPTED OR REJECTED
18.	I think positive even though the situation seems negative.	2.019	Accepted
19.	I am not influenced by others easily.	3.888	Accepted
20.	I find solution to problems that others find impossible to solve.	3.255	Accepted
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38.	I have poor imagination skills.	3.645	Accepted
39.	I don't feel active enough for every task that comes my way.	3.376	Accepted

Sr. No	STATEMENTS	t-value	ACEPTED OR REJECTED
40.	I face difficultly in coping with emotional distress.	1.938	Accepted
41.	I rarely talk in group discussions.	2.573	Accepted
42.	I cannot stay cheerful when anything goes wrong.	3.042	Accepted
43.	I am not able to express my feeling for others.	1.732	Rejected
44.	I am quite attention seeker.	2.003	Accepted
45.	I am not able to concentrate on one thing for longer time period.	1.488	Rejected
46.	I am not easily satisfied with my preference for friends.	3.432	Accepted
47.	I am impatient.	4.082	Accepted
48.	I make things tough for me, sometimes.	2.008	Accepted
49.	I am not able to divert my mind from irrelevant things.	2.355	Accepted
50.	I accidently hurt someone and then easily forget it.	2.469	Accepted
51.	I have had hateful feelings towards my parent whenever they have disagreed with me.	4.587	Accepted
52.	I am not able to bring varieties in my work.	5.143	Accepted
53.	I am not enough confident enough to take my own decision.	4.313	Accepted
54.	I am not able to balance my emotions at time of crises.	5.497	Accepted
55.	I don't put efforts to maintain my relationship with others.	3.876	Accepted
56.	I have similar answers for different questions.	1.696	Rejected
57.	I face problems in shifting perspectives while doing some work.	2.285	Accepted
58.	I am not able to solve problems with their objective perspective.	3.472	Accepted
59.	I mostly feel like not getting enough support from my friends.	4.839	Accepted
60.	I do not find others people need as important as mine.	2.428	Accepted
61.	I am not able to build new ideas from existing ideas.	3.569	Accepted

Scoring procedure

The final version of 52 items (Life Skills Scale) consists of 26 positively worded statements and 26 negatively worded statements. The item responses were to be elicited on a Likert scale. While scoring, the positively worded items will get higher scores for agreement and lower for disagreement.

TABLE 2

Distribution of positive and Negative items

Items	Item No.	Total
Positive	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26	26
Negative	*27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52*	*26*
	Total number of items	**52**

TABLE 3

Scoring Pattern

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Positive	5	4	3	2	1
Negative	*1*	*2*	*3*	*4*	*5*

Note : For smooth scoring, (•) has been marked near the serial number indicating negative item.

Standardization of the scale

The final draft of the scale was administered on 300 adolescents **age range 10 to 19 years.**

Reliability

TABLE 4

Reliability scores of Life Skills Scale by split half method

The reliability of the life skills scale was estimated by split halt method. The scale items were categorized into two parts (the odd-numbered items and the even-numbered items) and scores were calculated for each half. The correlation was determined between these two scores. Split half method was used to assess the internal consistency of the scale.

TABLE 5

Split half method	*r*	Significance
Spearman-brown correlation coefficient	0.90	.01
Guttumann split half coefficient	0.90	.01

Reliability scores of Life Skills Scale by Cronbach's alpha.

Cronbach's alpha is the most common measure of reliability. It is used to test the internal consistency of the scale when the study has Likert summated rating scale and wishes to determine if the scale is reliable.

TABLE 6

Cronbach's Alpha	N of Items	Significance Level
0.99	52	.01

Test-Rest Method

Test retest reliability is measured by administering a test twice at two different points in time. The LSS was administered on a sample of 300 of adolescents. The scale was administered on the same sample after an interval of 3 months.

TABLE 7

Test-retest method (Karl Pearson correlation coefficient)	0.99

* Significant at .01 level of significance.

Validity

(A) *Construct validity* As the tool constructed was evaluated by panel of subject experts, the scale can be said to possess face and content validity.

TABLE 8

Average scores for evaluation of statements by experts

Criteria	Content Appropriateness	Comprehension	Language	Clarity	Length of the tool
Scores	3.5	4	3.5	3.5	3.5

Convergent validity

Convergent validity was done through calculation of correlation coefficient '*r*' between Life Skills Scale and another developed and standardized measure "Youth leadership Life skills Development Scale" by Seevers, Domnody, & Clason, (1995).

Youth Leadership Life Skills Development Scale shows High reliability (internal consistency a > .90) and it possesses construct validity (face and content validity).

TABLE 9

Convergent validity score of Life Skill Scale by Pearson correlation method.

Variables	Karl Pearson correlation coefficient ('*r*' value)
Life Skills scale by investigator	0.93*
Youth Leadership Life skills Development Scale by Seevers, Dommody, & Clason (1995)	

* Significant at .01 level of significance

Statistical Results

On the basis of the scores of 300 protocols, the following statistical results were obtained :

TABLE 10

Statistical Results

N	Mean	SD	Range of Score
300	146.50	20.41	52–260

Norms

On the basis of the statistical results presented in Table 10, z-Score Norms have been developed and the same have been presented in Table 11.

Norms for interpreting the level of Life skills has been presented in Table 12.

TABLE 11

z-Score Norms for Life Skills Scale

Mean : 146.50 SD : 20.41 N : 300

Raw Score	z-Score	Raw Score	z-Score	Raw Score	z-Score	Raw Score	z-Score
91	–2.72	119	–1.34	147	+0.02	175	+1.39
92	–2.67	120	–1.29	148	+0.07	176	+1.44
93	–2.62	121	–1.24	149	+0.12	177	+1.49
94	–2.57	122	–1.20	150	+0.17	178	+1.54
95	–2.52	123	–1.15	151	+0.22	179	+1.59
96	–2.47	124	–1.10	152	+0.26	180	+1.64
97	–2.42	125	–1.05	153	+0.31	181	+1.69
98	–1.37	126	–1.00	154	+0.36	182	+1.74
99	–2.32	127	–0.95	155	+0.41	183	+1.78
100	–2.28	128	–0.90	156	+0.46	184	+1.83
101	–2.23	129	–0.85	157	+0.51	185	+1.88
102	–2.18	130	–0.80	158	+0.56	186	+1.93
103	–2.13	131	–0.75	159	+0.61	187	+1.98
104	–2.08	132	–0.71	160	+0.66	188	+2.03
105	–2.03	133	–0.66	161	+0.71	189	+2.08
106	–1.98	134	–0.61	162	+0.75	190	+2.13
107	–1.93	135	–0.56	163	+0.80	191	+2.18
108	–1.88	136	–0.51	164	+0.85	192	+2.23
109	–1.83	137	–0.46	165	+0.90	193	+2.28
110	–1.78	138	–0.41	166	+1.95	194	+2.32
111	–1.74	139	–0.36	167	+1.00	195	+2.37
112	–1.69	140	–0.31	168	+1.05	196	+2.42
113	–1.64	141	–0.26	169	+1.10	197	+2.47
114	–1.59	142	–0.22	170	+1.15	198	+2.52
115	–1.54	143	–0.17	171	+1.20	199	+2.57
116	–1.49	144	–0.12	172	+1.24	200	+2.62
117	–1.44	145	–0.07	173	+1.29	201	+2.67
118	–1.39	146	–0.02	174	+1.34	202	+2.72

TABLE 12

Norms for Interpretation of the Level of Life Skills

Sr. No.	Raw Scores Range	z-Score Range	Grade	Level of Life skills
1.	**188 & above**	**+2.01 & above**	**A**	**Extremely High**
2.	173 – 187	+1.26 to +2.00	B	High
3.	157 – 172	+0.51 to +1.25	C	Above Average
4.	**137 – 156**	**–0.50 to +0.50**	**D**	**Average**
5.	121 – 136	–1.25 to –0.51	E	Below Average
6.	106 – 120	–2.00 to –1.26	F	Low
7.	**105 & below**	**–2.01 & below**	**G**	**Extremely Low**

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Consumable Booklet

of

LSS-KCTA

(English Version)

Dr. Chandra Kumari (Banasthali Vidyapith)
Ms. Ayushi Tripathi (Banasthali Vidyapith)

Please fill in the following Information : **Date** ☐☐☐☐☐☐☐☐

Name _____ Father's Name _____

Date of Birth ☐☐☐☐☐☐☐☐ Gender : Male ☐ Female ☐

Class _____ School _____

Place _____ Area : Urban ☐ Rural

Type of School : Govt. ☐ Aided ☐ Private ☐

Type of Family : Joint ☐ Nuclear ☐

INSTRUCTIONS

On the following pages 52 statements about like skills have been given for your consideration. Please read each statements carefully and decide your response on any one of the given five alternatives, viz., * ***Strongly agree,*** * ***Agree,*** * ***Neutral,*** * ***disagree,*** and * ***Strongly disagree,*** and put a ☑ mark in the appropriate box, which describes you the best.

Please do answer to all the 52 statements.

Be rest assured, your answers will be kept confidential.

SCORING TABLE

Raw Score				z-Score	Grade	Level of Life Skills
Page	2	3	4			
Score						
Total Score						

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Sr. No.	Statements	Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disgree	Score
1.	I am able to interact with others in every situation.	☐	☐	☐	☐	☐	☐
2.	I am always ready to take initiative.	☐	☐	☐	☐	☐	☐
3.	I can make decisions easily.	☐	☐	☐	☐	☐	☐
4.	I am emotionally balanced.	☐	☐	☐	☐	☐	☐
5.	I make sure I understand what other person is saying.	☐	☐	☐	☐	☐	☐
6.	I am able to organize different thoughts in my mind.	☐	☐	☐	☐	☐	☐
7.	I consider my parents as my back bone.	☐	☐	☐	☐	☐	☐
8.	I can handle many situations at a time.	☐	☐	☐	☐	☐	☐
9.	I am able to justify my actions.	☐	☐	☐	☐	☐	☐
10.	I know how to express my emotions in front of others.	☐	☐	☐	☐	☐	☐
11.	I offer an empathetic advice to others without being judgmental.	☐	☐	☐	☐	☐	☐
12.	I consider stressors as motivators.	☐	☐	☐	☐	☐	☐
13.	I am able to manage under stressful situation.	☐	☐	☐	☐	☐	☐
14.	I am able to resolve my relationship issues easily.	☐	☐	☐	☐	☐	☐
15.	I take the responsibilities of the consequences of my actions.	☐	☐	☐	☐	☐	☐
16.	I try to think positive even though the situation seems negative.	☐	☐	☐	☐	☐	☐
17.	I am not influenced by others easily.	☐	☐	☐	☐	☐	☐
18.	I find solution to problems that others find impossible to solve.	☐	☐	☐	☐	☐	☐
19.	I think before I speak.	☐	☐	☐	☐	☐	☐
20.	I can resist myself from high risk behavior.	☐	☐	☐	☐	☐	☐

Total Score Page No. 2 ☐

Sr. No.	Statements	Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disgree	Score
21.	I believe that our personality is the reflection of our thoughts.	☐	☐	☐	☐	☐	☐
22.	I am able to identify my priorities.	☐	☐	☐	☐	☐	☐
23.	I am able to tackle the problems through words and actions.	☐	☐	☐	☐	☐	☐
24.	I am able to generate new ideas.	☐	☐	☐	☐	☐	☐
25.	I do not blame others for my failures.	☐	☐	☐	☐	☐	☐
26.	I am always ready to help others.	☐	☐	☐	☐	☐	☐
27.	I feel that I have poor communication skills.	☐	☐	☐	☐	☐	☐
28.	I am not able to figure out the intentions of the people for any work they do.	☐	☐	☐	☐	☐	☐
29.	I am not comfortable when people talk about any sensitive issue.	☐	☐	☐	☐	☐	☐
30.	I am not able to make clear plans for any task.	☐	☐	☐	☐	☐	☐
31.	I am not able to identify the source of stress.	☐	☐	☐	☐	☐	☐
32.	I have poor imagination skills.	☐	☐	☐	☐	☐	☐
33.	I don't feel active enough for every task that comes my way.	☐	☐	☐	☐	☐	☐
34.	I face difficulty in coping with emotional distress.	☐	☐	☐	☐	☐	☐
35.	I rarely speak in group discussions.	☐	☐	☐	☐	☐	☐
36.	I cannot stay cheerful when anything goes wrong.	☐	☐	☐	☐	☐	☐
37.	I am quite an attention seeker.	☐	☐	☐	☐	☐	☐
38.	I am not easily satisfied with my preferences for friends.	☐	☐	☐	☐	☐	☐
39.	I am impatient.	☐	☐	☐	☐	☐	☐
40.	I make things tough for me, sometimes.	☐	☐	☐	☐	☐	☐

Total Score Page No. 3 ☐

Sr. No.	Statements	Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disgree	Score
41.	I am not able to divert my mind from irrelevant things.	☐	☐	☐	☐	☐	•▢
42.	I accidently hurt someone and then easily forget about it.	☐	☐	☐	☐	☐	•▢
43.	I have had hateful feelings towards my parents whenever they have disagreed with me.	☐	☐	☐	☐	☐	•▢
44.	I am not able to bring varieties in my work.						
45.	I am not confident enough to take my own decisions.	☐	☐	☐	☐	☐	•▢
46.	I am not able to balance my emotions at time of crisis.	☐	☐	☐	☐	☐	•▢
47.	I don't put efforts to maintain my relationship with others.	☐	☐	☐	☐	☐	•▢
48.	I face problems in shifting perspectives while doing some work.	☐	☐	☐	☐	☐	•▢
49.	I am not able to solve problems with an objective perspective.	☐	☐	☐	☐	☐	•▢
50.	I mostly feel like not getting enough support from my friends.	☐	☐	☐	☐	☐	•▢
51.	I do not find other people's need as important as mine.	☐	☐	☐	☐	☐	•▢
52.	I am not able to build new ideas from existing ideas.	☐	☐	☐	☐	☐	•▢

Total Score Page No. 4 ▢

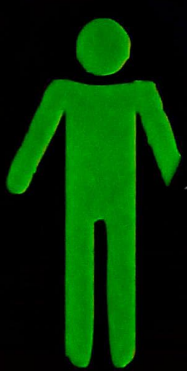
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Manual For

Social Maturity Scale

SMS – RN

Dr. Nalini Rao (Retd.)
Professor
Department of Education
Bangalore University,
BANGALORE (Karnataka)





INTRODUCTION

The compelling need for a practical measure to assess the social maturity outcomes of school going population can best be estimated in the light of paucity of such essential measuring instruments. The Social Maturity Scale was developed with a view to achieving two practical goals. First was to attain a theoretical backdrop which has the prospect of ensuring an operational concept of social maturity with its social and individual relevance.

The second and the more pragmatic goal was to envolve a precise and dependable measure of social maturity applicable to the normal school child. Vineland Social Maturity Scale (7) and its Nagpur Adaptation by Malin (19) which are one of the earliest attempts in this direction, have been designed with a specific purpose to be used at the psychiatric clinics and oriented for clinical purposes only. The second cause therefore, was derived more out of the specific need for identifying this phenomena of social maturity more as natural and inevitably essential outcome of child growth and development, rather than a mere pathological symptom.

Social Maturity Components

The school is considered a more conducive place for the cultivation of certain non-academic goals that are more needed in the present day adjustment to the environment. With the increasing importance of schools in this direction, in the face of the diminishing role of the family in socialization, it would be more appropriate to expect the present day school going population to collect more varied experiences through their exposure to the diversified value complexes and attitude orientations in the multi-dimensional school setting for developing such non-academic goals.

Working downwards from the asumption that the environment provided in the school is an increasingly important arena for socialization, a scheme was worked out based on the theoretical postulates put forward by several sociologists and psychologists as to the possibilities of the assessment of this phenomena — Social Maturity in school children. Different characteristics of social maturity mentioned in the literature on child and youth development has been utilized as the frame of reference to consolidate the common theme that qualifies the characteristics of social maturity.

The framework for the integrated conceptual virtues of social maturity was adopted from the psycho-social structure formulated by Greenberger *et al.* (14). It

comprises general characteristics which represent the most common types of demands made by all societies on the individuals and at the same time, specific categories which are culture specific attributes of individuals' that enable them' to meet these demands. The three dimensions of social maturity and its components are given as under :

I. 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 (16)*.
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 (2, 4, 6, 25)*.
3. **Ability to take Stress** is an ability to exhibit appropriate emotional stability and react without emberrassing either himself or the group he is in. It also involves ability to undertake challenging tasks with assurance (10)*.

II. Interpersonal Adequacy

4. **Communication** involves an ability to understand, write to communicate and make clear meaningful speech and gestures. The abillity also involves empathy which sensitizes the individual to the affective domain and demands effective communication (3, 9, 15, 21)*.
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 (1, 24, 26)*.
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 (11, 22)*.

III. 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 (5, 17)*.

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 (11, 13)*.

9. **Openness to Change** involves willingness to accept changes in the social setting and adapt oneself to the demands of these changes (11, 20)*.

ADMINISTRATION

The Social Maturity Scale is administered to the respondents in groups in the regular class-room situation. The instructions provided on the first page of the scale booklet are self explanatory. Reading of the instructions by the examiner to the group, however, ensures better conditions for responding to the items of the scale. The answers are recorded by the respondents on the scale protocol.

The time required to complete the scale items is between 45 minutes and one hour. Clarifications sought by a respondent regarding any item is to be handled by the examiner through encouraging the respondent in deciding for himself rather than by any suggestions.

SCORING

Scoring Procedure for Positive Items

Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Scoring Procedure for Negative Items

Strongly Agree	*1*
Agree	*2*
Disagree	*3*
Strongly Disagree	*4*

High Score represent the most mature response

Maximum Mature Score — 360

Minimum Mature Score — 90

Seperate Scoring Key also provided

DEVELOPMENT OF THE SCALE

Social Maturity Scale (Form A)

Two hundred statements which had a theoretical relevance to the frame of reference of Social Maturity designated as "Social Maturity Scale Form 'A' were pooled from research material, other relevant measures including the psycho-social maturity scale, and literature on social maturity. Various informal criteria suggested by Wang,Chave, Likert, Bird, Edwards and Kilpatrick (8) for editing the statements were adopted in determining the content strength and clarity of expression. These items were subjected to expert judgement where every item was required to be passed on its relevance to the content and criterion of Social Maturity. A sample of 35 judges was drawn from experienced teachers, research workers from various Institutions all over the country. They were requested to content validate the social maturity scale items. This was done with a view to establishing content validity of the items of the scale.The significance of face validity, cannot be at any time undermined because, only judgement of content can determine what belongs to a universe, and not correlation or reproducibility. Based on the opinion and critical comments on the items, 22 items had to be rewarded and 10 items had to be deleted for duplication and overall ambiguity.

Social Maturity Scale (Form B)

A list of 190 items was thus finalised (Form B). Each statement was assigned a five point response spread where every statement had 'strong agreement', 'agreement', 'undecided (neutral)', 'disagreeent', and 'strong disagreement', scale points.

The correct direction or the continuum of 'maturity' from lower to higher-of responses was determined a *priori* in accordance with the theoretical and operational concept of social maturity. Nearly fifty per cent of the items on each sub-scale were worded in the positive direction and the other half were negatively oriented. Thus, the positively oriented statements had their "mature" response in the direction of agreement and the negatively oriented statements had their "mature" response in the disagreement direction. The scale points on the intervals were subsequently scored 5, 4, 3, 2, 1, for all the positive items where the highest score represented the most mature response and the negative items were scored in the reversed order.

It has been a common observation that attitude scales which have a five point response spread with a neutral point in the middle has a likelihood of yielding a central tendency of responses where they cluster around the "undecided" category, providing little scope for grouping the data under the committed direction of either "agreement" or "disagreement" (27). This tryout of the tool was an attempt at determining the scheme of response for the present social maturity scale.

A sample of three hundred students, drawn from standard VI through XII, were chosen randomly from six schools and two colleges. Students of both sexes responded to the tool. The scale protocols were scored and weighted. It was observed from the distribution of the weighted scores, that the scores clustured around the mean of the distribution and there appeared to be little dispersion at the extremes. The cut off points of strong agreement, agreement, undecided, disagreement and strong disagreement categories of the entire scale was :

TABLE 1

Scoring	Categories		
950	Strongly Agree	(SA)	Mature
760	Agree	(A)	Agreement
570	Undecided	(U)	Neutral/'Undecided'
380	Disagree	(D)	Immature
190	Strongly Disagree	(SD)	Disagreement

From the distribution of the scores, it may not be possible to classify the social maturity of the subjects as Mature, Neutral and Immature, as is evident from the classification given above. The present system of five response categories was therefore, found to be unsatisfactory and it was summarized that perhaps the four category response mode of scoring would facilitate a better classification of social maturity scores.

Before further tryouts were conducted, the scoring response categories were reduced to four, consisting of strong agreement, agreement, disagreement, and strong disagreement, entalling a minor modification in the elimination of the neutral or the undecided response category.

Try out of Social Maturity Scale (Form B. Modified) : Adopting the modification in response categories from five to four, eliminating the neutral category, and instituting the scoring scheme of 4, 3, 2, and 1 in weights for the positive and 1,

2, 3, and 4 for the negative items, the one hundred and ninety items were administered on a sample of seven hundred students randomly chosen from VI through XII grades from ten institutions. This sample included the three structured stages of the educational scheme prior to University entrance in the State, namely, the Primary Schooling from which the last two grades, that is, VI and VII were included and the Secondary School Education which comprises of VIII, IX and X Grades, where all the three grades were included and the Pre-University education, which consists of the first Pre-University course and Sceond Pre-University course, where both the grades were included. The sample distribution over grades and sexes is provided in the frame in Table 2.

The major purposes of this tryout were three-fold. They were :

(1) to determine weights for the response categories of each item through normal deviate weighting process (8),

(2) to select items for the final too, and

(3) to establish internal consistency of the tool.

TABLE 2

Sample Distribution over Grades VI through XII for the Tryout of Social Maturity Scale, Form B (Modified)

Level of Education	Primary		Secondary		Pre-University			Total
Grades	VI	VII	VIII	IX	X	XI	XII	
Boys	50	50	50	50	50	50	50	350
Girls	50	50	50	50	50	50	50	350
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**700**

RESULTS

The scale was administered, in groups, to seven hundred students. Elimination of cases because of incomplete data reduced the final subject pool to 682. In the final sample which responded to the Social Maturity Scale items, 344 were boys and 338 were girls, of which 28.6 per cent were from the Pre-University level and the rest were from the secondary schools and upper primary schools.

The scale protocols were scored as per the weights assigned to the categories of responses. The frequencies obtained were plotted over the distribution intervals.

The distribution was very near normal and the mean and standard deviation obtained were 533.73 and 110.83 respectively.

The first objective of this tryout study was to determine weights for the response categories for each item. Using the Normal Deviate Weighting Process (8), the four response categories for the one hundred and ninety items were assigned weights. Those items which produced weights corresponding to informally assigned integral weights were retained. To illustrate the point, an example is worked out and is given in Table 12.

The weights obtained through the Normal Device weighting process corresponds to integrally assigned weights. All the one hundred and ninety items were subjected to this statistical function. One hundred and twenty items yielded a cumulative summation of the weights over the four response categories when the Normal Deviate weighting of responses was computed.Thus, each item was accorded a four point response spread, the intervals of which were labelled "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree". The successive response intervals were subsequently scored 4, 3, 2, and 1, with the high score representing mature response.

Social Maturity Scale (Form C)

The second objective of the tryout study was the selection of items for the final tool. All the 120 items, which were selected on the basis of the normal deviate weighting process, were subjected to item validation.

The highest quartile and the lowest quartile were determined using the data. The highest 25 per cent was identified as the high group, high on social maturity, and the lowest 25 per cent was confined to the low group consisting of subjects scored low on the social maturity scale. The mean scores of the two sub-samples on each item was worked out along with standard deviation. *t*-ratio was computed for each item.The t-values obained for all the one hundred and twenty items were significant statistically at .05 level.

The 120 items which discriminated the high group comprising subjects scored high on the social maturity scale with the low group consisting of subjects who scored low on the Social Maturity Scale (Form C) were subjected to another empirical

criterion of the Social Maturity concept, namely, an increase in the frequency of positive response should occur from grade VI to grade XII. In other words, responses to social maturity items should differentiate older from younger children.

It was, however, observed that this criteria was not fully adequate in itself as an empirical criterion. Because the differences observed between grades or age groups may not be due to true differences in social maturity. They could be due to differences' in composition of the populations or to the historical differences in the life-span of the two groups.

In order to process the measuring of the social maturity items as signifying a developmental trend, it was further decided that an increase in the positive response between the lowest and the highest grades was not only a definite requirement but such positive responses, in other words, mature responses along the successive grades of school and college sample involved was considered requisite for qualifying any item into the scale protocol. Thus, each item was to differentiate the older children from the younger children of the previous stage over the successive stages in terms of social maturity through their socially mature responses implying a developmental nature of social maturity.

Responses were scored and the frequency of "mature" response in each grade was separately marked and the percentage of mature response was worked out.

Social Maturity Scale (Form D or Final Form)

The 90 item scale was thus finalised and formed the final Social Maturity Scale with Nine sub-scales (Form 'D').

One of the most unanticipated byproduct of selectivity eliminating items for formulating the final scale was the retention of items for which the "mature" response was often found in the "Disagree" direction.

While in the original scale (Form 'C') with 120 items, there was 58.8 per cent of items which had "mature" responses in the "Strongly Disagree" direction, in the final form of the scale, with ninety items (Form 'D'), the percentage of items with 'mature' response anchored in the "Strongly Disagree" direction increased by another 7 per cent. Table 3 presents the items on different sub-scales of the social maturity scale in two forms, 'C' and 'D' of social maturity scale.

TABLE 3 : *Items on the Different Sub-Scales of the Original (Form C)and the final (Form D) Forms of the Social Maturity Scale*

Sr. No.	Sub-scales and Categories	Original Scale (Form C)			Final Scale (Form D)		
		Positively Oriented Items	Negatively Oriented Items	Total	Positively Oriented Items	Negatively Oriented Items	Total
1.	Work Orientation	1	16	17	–	12	12
2.	Self Direction	2	11	13	–	10	10
3.	Ability to Take Stress	3	7	10	1	7	8
	Personal Adequacy	**6**	**34**	**40**	**1**	**29**	**30**
4.	Communication	7	9	16	4	8	12
5.	Enlightened Trust	5	7	12	5	5	10
6.	Cooperation	4	8	12	2	6	8
	Inter-personal Adequacy	**16**	**24**	**40**	**11**	**19**	**30**
7.	Social Commitment	6	9	15	5	7	12
8.	Social Tolerance	3	12	15	3	7	10
9.	Openness to Change	4	6	10	3	5	8
	Social Adequacy	**13**	**27**	**40**	**11**	**19**	**30**
	TOTAL	**35**	**85**	**120**	**23**	**67**	**90**

TABLE 4 : *Area-wise Serial Numbers of the Items*

Sr.No.	Sub-Scale and Categories	Response	Items No.		Total Items
	(A) PERSONAL ADEQUACY				
1.	**Work Orientation (WO)**	Positive	—	—	**12**
		Negative	*1, 10, 19, 28, 37, 46, 55, 64, 73, 79, 85, 88*	12	
2.	**Self Direction (SD)**	Positive	—	—	**10**
		Negative	*4, 13, 22, 31, 40, 49, 58, 67, 76, 82*	10	
3.	**Ability to take Stress (AS)**	Positive	52	1	**8**
		Negative	*7, 16, 25, 34, 43, 61, 70*	7	
				TOTAL	**30**

Contd.

Sr.No.	Sub-Scale and Categories	Response	Items No.		Total Items
	(B) INTER-PERSONAL ADEQUACY				
4.	Communication (CM)	Positive	56, 74, 80, 86	4	12
		Negative	*2, 11, 20, 29, 38, 47, 65, 89*	8	
5.	Enlightened Trust (ET)	Positive	41, 50, 59, 77, 83	5	10
		Negative	*5, 14, 23, 32, 68*	5	
6.	Cooperation (CO)	Positive	17, 26	2	8
		Negative	*8, 35, 44, 53, 62, 71*	6	
				TOTAL	30
	(C) SOCIAL ADEQUACY				
7.	Social Commitment (SC)	Positive	21, 39, 57, 87, 90	5	12
		Negative	*3, 12, 30, 48, 66, 75, 81*	7	
8.	Social Tolerance (ST)	Positive	24, 42, 51	3	10
		Negative	*6, 15, 33, 60, 69, 78, 84*	7	
9.	Openness to Change (OC)	Positive	36, 54, 63	3	8
		Negative	*9, 18, 27, 45, 72*	5	
				TOTAL	30
				Total Items : 30 + 30 + 30 =	**90**

Scoring Procedure for Positive Items

Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Scoring Procedure for Negative Items

Strongly Agree	*1*
Agree	*2*
Disagree	*3*
Strongly Disagree	*4*

High Score represent the most mature response

Maximum Mature Score — 360

Minimum Mature Score — 90

Internal Consistency of the Scale

The scored data on the 682 subjects was further analysed for establishing inter-scale correlation of the social maturity sub-scales at the three educational stages namely, higher primary, secondary and pre-university levels. The sample under each of these three groups was 195, 292 and 195 respectively. The integrity of the three stages is maintained in order to eliminate the possibility of either spurious or deflated correlation figures due to the clubbing of different grades which are, for structural, organisational and functional purposes, help distinct in the educational process. The intercorrelations among the various sub-scales for the three educational levels, are given in Table **13.** It is inferred from the Table that out of 108 correlations computed, only two relationships are found non-significant. Both involve associations with the communication sub-scale. All the other 106 correlations are found significant at one per cent level except four, which are significant at .05 level. The highest correlation value is .603 accorded between self-direction sub-scale and ability to take stress sub-scale and the lowest significant correlation coefficient is obtained between communication sub-scale and openness to change sub-scale, which is .158.

The average of the intercorrelations using fisher Z by transforming all the 'r's of all the sub-scales of one dimension for each of the three educational levels was computed. The arithmetic mean of the Z was then converted into an equivalent 'r', Table 5 gives the obtained values.

TABLE 5

Inter-correlations among the Nine Sub-scales of Social Maturity at the Three Educational Levels

Sr. No.		WO	SD	AS	CM	ET	CP	SC	ST	OC
1.	WO	1*	.430	.414	.202	.214	.426	.261	.281	.218
		2*	.531	.415	.218	.263	.431	.423	.312	.301
		3*	.582	.434	.291	.287	.540	.432	.454	.254
2.	SD		1*	.441	.201	.213	.299	.314	.216	.164[b]
			2*	.501	.262	.193	.483	.445	.344	.298
			3*	.603	.212	.224	.474	.438	.318	.271
3.	AS			1*	.236	.215	.323	.235	.274	.198
				2*	.256	.256	.381	.355	.364	.204
				3*	.241	.221	.433	.495	.338	.302
4.	CM				1*	.283	.414	.204	.119[a]	.105[a]
					2*	.294	.526	.291	.205	.159[b]
					3*	.291	.584	.386	.218	.204
5.	ET					1*	.398	.158[b]	.193	.164[b]
						2*	.492	.283	.205	.209
						3*	.406	.214	.204	.189
6.	CP						1*	.409	.363	.221
							2*	.411	.398	.254
							3*	.453	.368	.240
7.	SC							1*	.451	.345
								2*	.586	.324
								3*	.544	.363
8.	ST								1*	.394
									2*	.371
									3*	.426
9.	OC									

* 1 Upper Primary level, 2 Secondary level, 3 Pre-University level.

[a]Non significant, [b] P < .05. The rest of the Values are significant beyond .01 level.

TABLE 6

Mean Sub-scale Intercorrelations within Each Dimension

Dimension	Educational Level	Personal Adequacy	Interpersonal Adequacy	Social Adequacy
Personal Adequacy	(1) Primary	.43	.27	.24
	(2) Secondary	.48	.31	.34
	(3) Pre-University	.54	.32	.36
Inter-personal Adequacy	(1) Primary		.36	.22
	(2) Secondary		.43	.26
	(3) Pre-University		.45	.27
Social Adequacy	(1) Primary			.40
	(2) Secondary			.44
	(3) Pre-University			.44

RELIABILITY

The final form of the 90 items, social maturity scale was administered twice on a sample of 180 students over an interval of four to five weeks. The sample comprised secondary school subjects from VIII, IX and X grades. The 180 students were equally distributed over grades and sexes and, represented different types of managements and different types of schools on the sex composition of the student body.

The means on the scores obtained on the two administrations did not statistically differ significantly. The means and standard deviations are given in Table 16.

The scores of all sub-scales of the first administration was correlated with the scores of all the sub-scales of second administration. The coefficient of correlations are given in Table 7.

TABLE 7

Coefficient of r between First and Second Administration of all Sub-scales

Sr. No.	Sub-Scales	r
1.	Work Orientation	.91
2.	Self Direction	.89
3.	Ability to Take Stress	.88
	PERSONAL ADEQUACY	**.89**
4.	Communication	.78
5.	Enlightened Trust	.63
6.	Cooperation	.89
	INTER-PERSONAL ADEQUACY	**.73**
7.	Social Commitment	.82
8.	Social Tolerance	.83
9.	Openness to Change	.74
	SOCIAL ADEQUACY	**.75**
	TOTAL SCORES ON SOCIAL MATURITY	**.79**

The correlation co-efficients obtained on all the sub-scales are significant at .01 level.

It was found that a tool in the regional language would be more useful, especially when the subjects who answer it, are young and more conversant with the regional language. Simultaneously, the Hindi version of the tool was also evolved with a view to facilitating the large scale use over national samples. The Kannada and the Hindi translations of the tool were administered on samples of one hundred and twentyeight students whose medium of instruction/mother tongue was Kannada, one hundred and eighteen students whose medium of instruction/mother tongue was Hindi. These students answered the English original over an interval of 3 to 4 weeks. The correlation coefficients obtained between the scores on Kannada and English versions was .98 and the correlation coefficient obtained between the scores on Hindi and English versions was also .98.

VALIDITY

The most suitable external criterion for validating the Social Maturity Scales was found to be the teacher ratings on the attributes of Social Maturity. In view of

the fact that the teachers have close acquaintance with the children in schools and that they have more opportunity to observe the student's behaviour repeatedly and under various conditions across a variety of situations, it makes a potentially good source of information for validating the social maturity characteristics of students.

To facilitate a more accurate response by the teachers where errors in marking would be minimum, it was decided that the scale items should be superimposed as behaviour items, directly observable on model suggested by Jesselson (18). It has been found that judging a complex of traits, as they might be expressed in a hypothetical situation, might tend to invite rating errors in responding to scale protocol. It was therefore necessary that each dimension of the scale was expressed in terms of an observable situational item, where the teacher markings on the students performance would be a near accurate rating of one's level of mature behaviour.

All the ninety items of the nine Social Maturity sub-scales were, thus, transformed into behavioural terms. It was found that some items easily lend themselves for transformation than the others.

Caution was taken to see that none of the items provided diverse meanings when transformed. Those items which were readily transformable into behavioural items and those that were more likely to occur in class-room situations were expected to be rated more accurately by teachers.

As the objective of the study was to examine the validity measure of the Social Maturity Scales, it was hypothesized that the Social Maturity Scores of students correlates with the teacher perception of student Social Maturity. It was accordingly assumed that the childrens' scores on the Social Maturity Scales correspond to their teacher's perception of their behaviour traits measurable on the social maturity dimension.

It was hypothesized that :

1. Students rated mature on the trait specified areas of behaviour by the teachers, differ significantly in their scores on social maturity scale form the category rated mature.
2. Students rated moderately mature on the basis of their score on social maturity scale differ significantly from students rated mature by the teachers on the trait specified areas of behaviour.

3. Students rated moderately mature on the trait specified areas of behaviour by the teachers, differ significantly in their scores on the social maturity scale from the category rated immature.

4. Students rated mature on the trait specified areas of behaviour by the teachers differ significantly in their scores on the social maturity scale from the rest of the sample.

A sample of two hundred and eightyeight students from grades VIII, IX and X, randomly chosen from sixteen schools of Bangalore City were administered the Social Maturity Scales.The subjects were equally distributed over the grades and sexes, and were from schools run by different managements and from co-education and single sex schools.

The total sample of 288 students was rated by 16 teachers in all. Every teacher rated not more than 18 students. Ten Female and six male teachers were involved on the basis of their close acquaintance with the selected student group. Six students were randomly selected from each grade in each school and all the six were drawn from a single class-room so as to facilitate the teacher to rate them. The teachers chosen were only those who visited these classes frequently and more often than other teachers and who had taught those selected students at least for one year. Students in each grade were rated by the same teachers in all the schools, which helped the teacher for relatively placing students in one of the mature, moderately mature or immature categories.

With the help of the transformed behavioural items under each sub-scale, the titles of the nine sub-scales of the social maturity scale were transformed into a trait-specific behaviour item, adopting the technique suggested by 'Jesselson et al (18). The scale thus consisted of nine descriptive behavioural items with the definition of the respective social maturity dimensions. Each one measured the specific trait of the social maturity dimension. These item stems were provided three responses which formed a quality continuum form "very mature" to "very immature". It has an intermediary point with "slightly immature" or slightly mature" and an undecided point, "cannot say". The responses were worded :

(1) Always, it is true.

(2) Sometimes, it is true ; sometimes, it is not true.

(3) Always, it is not true.

(4) Cannot say.

The first response was an indication towards maturity; the third response indicated immaturity.

The teachers were individually interviewed and the trait descriptions on the nine scale items were filled in for each student by the teacher with cross questioning by the investigator wherever necessary, which helped to check the halo effect. The responses by teachers yielded three broad classifications of students :

(1) Those who were rated as very mature by responding to the response No. 1 : namely, "Always, it is not true".

(2) Those who were rated as very immature by responding to the response category number 4: namely, "Always, it is not true".

(3) Those who were rated the second response thus admitting that the student is not however, mature in his behaviour though he is not very immature.

Another fourth group was also generated which comprised of students who were rated by teachers into the undecided category of "cannot say". Table 8 gives the percentages of students in each of the nine trait descriptions under the four categories of responses mentioned above.

TABLE 8

Table Showing the Percentage of Students under the Nine Trait Descriptions of Social Maturity rated by Teachers

Sr. No.	TRAITS	Catetory Rated			
		Mature %	Middle %	Immature %	Undecided %
1.	Work Orientation	30 (N = 86)	56 (N = 162)	14 (N = 40)	—
2.	Self Direction	28 (N = 81)	51 (N = 147)	18.7 (N=54)	2 (N = 6)
3.	Ability to Take Stress	31 (N = 89)	48 (N = 138)	18 (N = 52)	3 (N = 3)
4.	Communication	33 (N = 95)	54 (N = 155)	12 (N = 35)	1 (N = 3)
5.	Enlightened Trust	28 (N = 81)	45 (N = 129)	19 (N = 55)	8 (N = 23)
6.	Cooperation	31 (N = 89)	53 (N = 153)	15 (N = 43)	1 (N = 3)
7.	Social Commitment	28 (N = 81)	42 (N = 120)	26 (N = 75)	4 (N = 12)
8.	Social Tolerance	31 (N = 89)	51 (N = 147)	16 (N = 46)	2 (N = 6)
9.	Openness to Change	32 (N = 92)	50 (N = 144)	16 (N = 46)	2 (N = 6)

RESULTS

From the Table above, it is seen that there are fewer students in the 'immature' category than there are in the other two categories.

This is especially true in the trait descriptions of "work orientation", "communication" and "cooperation". The low percentage of entry against the trait description, corraborates certain evidence that might account for two specific things about the teacher ratings :

(1) It is likely that these trait descriptions are more readily observable in class-room behaviour situations.

(2) General tendency of the teachers to be more willing to identify children who are particularly high in the specific trait description that to identify those who are low.

The second observation is found to be applicable in the case of other trait descriptions also, since it is seen that far less number of students are rated as low in maturity, than the number rated mature.

The largest percentage in the undecided category was in the Enlightened Trust trait indicates the teacher's difficulty in rating the student on this description. Initiatively, it is less difficult for a teacher to evaluate a student on whether he takes his work seriously or not or does he cooperate with others and get along well, rather than on a situation where he will have to judge when and how far does he trust others.

The Social Maturity Scale items were scored for all the 288 students on each of the sub-scale of the tool separately. Means were calculated for the three distinct groups, namely :

(1) The category rated 'matured',

(2) The category rated 'moderately mature' or 'moderately immature',

(3) The category rated 'immature',

and also for the combined group of moderately mature and immature, on the scores obtained on the nine sub-scales of the social maturity scale. The data, thus, obtained, were used for computing *t*-values to verify the mean difference between groups.

TABLE 9

t-values on the mean difference on the Social Maturity Scores between the Categories Rated 'Mature' and 'Immature'

Sr. No.	Trait Descriptions of Social Maturity	Sample	Category Rated 'Mature'	Sample	Category Rated 'Immature'	t-value
1.	Work Orientation	86	32.54	40	24.36	5.64**
2.	Self Direction	81	26.36	54	20.16	4.31**
3.	Ability to Take Stress	89	19.28	52	15.68	2.05*
4.	Communication	95	33.41	35	26.31	3.05**
5.	Enlightened Trust	81	25.31	55	20.51	3.56**
6.	Cooperation	89	21.16	43	17.31	2.89**
7.	Social Commitment	81	31.16	75	26.31	3.68**
8.	Social Tolerance	89	25.30	46	20.37	4.68**
9.	Openness to Change	92	20.63	46	15.31	3.93**

* $P < .05$, ** $P < .01$

Hypotheses were tested with the help of the *t*-values obtained (Table 9). The first hypotheses, which stated that the students rated mature by the teachers on the trait specific areas of social maturity differ significantly in their scores on the corresponding social maturity scales from the students rated immature was confirmed for all the nine scales of maturity (Table 9).

The second hypotheses is confined only for the two trait descriptions namely, self-direction and social commitment. The rest of the values obtained do not discriminate the two groups on their mean values significantly.This result could be attributed to a significant factor. Those who are perceived as moderately mature in the traits (except the two above mentioned trait descriptions) by the teachers consist of both moderately mature and moderately immature, which look similar. Secondly, the teachers would be reluctant to categorise moderately immature student as such, and may have place them under moderately mature.

The same explanation may possibly explain the non-confirmation of the third hypotheses which assumes a difference in social maturity mean scores between the group rated moderately mature and the group rated immature.

The fourth hypotheses was confirmed for all the nine scales of social maturity. Students who were rated immature and moderately mature together were discriminated in their social maturity scores against those rated mature.

The scale seems to be more sensitive to the presence of a trait than to its absence or lack of it. It is evident from the significantly higher mean values of the groups rated mature and the absence of the mean difference between the groups rated moderately mature and immature.

On the basis of the above observations and findings, the validity of the tool is acceptable.

TABLE 10

Test - Retest Means and Standard Deviations of the Scores on the Sub-scales of Social Maturity Scale **N = 180**

Sr. No.	Social Maturity Sub-scales	I Administration		II Administration	
		Mean	S.D.	Mean	S.D.
1.	Work Orientation	30.52	5.21	29.94	4.63
2.	Self Direction	25.33	4.02	25.54	4.18
3.	Ability to Take Stress	18.16	3.33	19.72	3.21
	PERSONAL ADEQUACY	**71.38**	**12.31**	**72.13**	**12.83**
4.	Communication	29.91	4.94	30.75	4.63
5.	Enlightened Trust	21.15	4.32	22.05	4.41
6.	Cooperation	18.26	3.01	18.09	3.21
	INTER-PERSONAL ADEQUACY	**70.53**	**14.01**	**71.71**	**13.91**
7.	Social Commitment	29.68	4.93	30.93	5.42
8.	Social Tolerance	22.33	4.12	23.14	4.83
9.	Openness to Change	19.92	3.17	19.08	3.11
	SOCIAL ADEQUACY	**69.01**	**13.31**	**69.56**	**13.91**
TOTAL SCORES ON SOCIAL MATURITY		**213.31**	**41.34**	**214.43**	**40.16**

TABLE 11

Means and SDs for Areas, Sub-Areas and Full Scale

N = 682

Sr. No.	Sub Areas	No. of Items	Mean	SD	
1.	Work Orientation	12	30.23	4.92	
2.	Self Direction	10	25.43	4.10	
3.	Ability to take Stress	08	18.94	3.27	
	PERSONAL ADEQUACY	**30**	**71.75**	**12.57**	**41-105 = 65**
4.	Communication	12	30.33	4.79	
5.	Enlightened Trust	10	21.60	4.37	
6.	Co-operation	08	18.18	3.11	
	INTER-PERSONAL RELATIONS	**30**	**71.12**	**13.96**	**41-105 = 65**
7.	Social Commitment	12	30.31	5.18	
8.	Social Tolerance	10	22.74	4.78	
9.	Openness to Change	08	19.50	3.14	
	SOCIAL ADEQUACY	**30**	**69.29**	**13.61**	**41-100**
Total on Social Maturity Scale		**90**	**213.87**	**40.75**	**121-300 = 180**

INTERPRETATION

For the purpose of Interpretation of the Social Maturity Scale and finding out the Social Maturity Level, z-Score Norms are given in Table 12, 13, 14, 15 and Norms for interpretation of z-Scores in Table 16.

Area-wise norms are given in Table 12, 13 and 14 and in Table 15 Norms for the full scale have been given.

Convert the Raw Scores into z-Scores (Area-wise and Total Scale) and findout the Social Maturity Level for each Area and Total.

TABLE 12

Z-Score Norms for Social Maturity Scale

Norms for Area : PERSONAL ADEQUACY

Mean : 71.75 **SD : 12.57** **N = 682**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
41	–2.46	61	–0.85	81	+0.73
42	–2.36	62	–0.77	82	+0.81
43	–2.28	63	–0.69	83	+0.89
44	–2.20	64	–0.61	84	+0.97
45	–2.12	65	–0.53	85	+1.05
46	–2.04	66	–0.45	86	+1.13
47	–1.97	67	–0.37	87	+1.21
48	–1.89	68	–0.29	88	+1.29
49	–1.81	69	–0.21	89	+1.37
50	–1.73	70	–0.13	90	+1.45
51	–1.65	71	–0.05	91	+1.53
52	–1.57	72	+0.01	92	+1.61
53	–1.49	73	+0.09	93	+1.69
54	–1.41	74	+0.17	94	+1.77
55	–1.33	75	+0.25	95	+1.85
56	–1.25	76	+0.33	96	+1.93
57	–1.17	77	+0.41	97	+2.00
58	–1.09	78	+0.49	98	+2.08
59	–1.01	79	+0.57	99	+2.16
60	–0.93	80	+0.65	100	+2.24

TABLE 13

z-Score Norms for Social Maturity Scale

Norms for Area : INTER-PERSONAL ADEQUACY

Mean : 71.12 **SD : 13.96** **N = 682**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
41	–2.15	62	–0.65	83	+0.84
42	–2.08	63	–0.58	84	+0.92
43	–2.01	64	–0.51	85	+0.99
44	–1.93	65	–0.43	86	+1.06
45	–1.86	66	–0.36	87	+1.13
46	–1.79	67	–0.29	88	+1.20
47	–1.72	68	–0.22	89	+1.28
48	–1.65	69	–0.15	90	+1.35
49	–1.58	70	–0.08	91	+1.42
50	–1.51	71	0.00	92	+1.49
51	–1.43	72	+0.06	93	+1.56
52	–1.36	73	+0.13	94	+1.63
53	–1.29	74	+0.20	95	+1.71
54	–1.22	75	+0.27	96	+1.78
55	–1.15	76	+0.34	97	+1.85
56	–1.08	77	+0.41	98	+1.92
57	–1.01	78	+0.48	99	+1.99
58	–0.93	79	+0.55	100	+2.06
59	–0.86	80	+0.62	101	+2.13
60	–0.79	81	+0.70	102	+2.20
61	–0.72	82	+0.77		

TABLE 14

z-Score Norms for Social Maturity Scale

Norms for Area : SOCIAL ADEQUACY

Mean : 69.29 **SD : 13.61** **N = 682**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
36	–2.44	60	–0.68	84	+1.07
37	–2.37	61	–0.60	85	+1.15
38	–2.29	62	–0.53	86	+1.22
39	–2.22	63	–0.46	87	+1.30
40	–2.15	64	–0.38	88	+1.37
41	–2.07	65	–0.31	89	+1.44
42	–2.00	66	–0.24	90	+1.52
43	–1.93	67	–0.16	91	+1.59
44	–1.85	68	–0.09	92	+1.66
45	–1.78	69	–0.02	93	+1.74
46	–1.71	70	+0.05	94	+1.81
47	–1.63	71	+0.12	95	+1.88
48	–1.56	72	+0.19	96	+1.96
49	–1.48	73	+0.27	97	+2.03
50	–1.41	74	+0.34	98	+2.10
51	–1.34	75	+0.41	99	+2.18
52	–1.26	76	+0.49	100	+2.25
53	–1.19	77	+0.56	101	+2.32
54	–1.12	78	+0.63	102	+2.40
55	–1.04	79	+0.71	103	+2.47
56	–0.97	80	+0.78	104	+2.54
57	–0.90	81	+0.85	105	+2.62
58	–0.82	82	+0.93	106	+2.69
59	–0.75	83	+1.00	107	+2.76

TABLE 15

z-Score Norms for Social Maturity Scale
Full Scale

Mean : 213.87 SD : 40.75 N = 682

RAW Score	Z-Score	RAW Score	Z-Score	RAW Score	Z-Score	RAW Score	Z-Score
121	–2.32	146	–1.70	171	–1.07	196	–0.45
122	–2.30	147	–1.67	172	–1.05	197	–0.42
123	–2.27	148	–1.65	173	–1.02	198	–0.40
124	–2.25	149	–1.62	174	–1.00	199	–0.37
125	–2.22	150	–1.60	175	–0.97	200	–0.35
126	–2.20	151	–1.57	176	–0.95	201	–0.32
127	–2.17	152	–1.55	177	–0.92	202	–0.30
128	–2.15	153	–1.52	178	–0.90	203	–0.27
129	–2.12	154	–1.50	179	–0.87	204	–0.25
130	–2.10	155	–1.47	180	–0.85	205	–0.22
131	–2.07	156	–1.45	181	–0.82	206	–0.20
132	–2.05	157	–1.42	182	–0.80	207	–0.17
133	–2.02	158	–1.40	183	–0.77	208	–0.15
134	–2.00	159	–1.37	184	–0.75	209	–0.12
135	–1.97	160	–1.35	185	–0.72	210	–0.10
136	–1.95	161	–1.32	186	–0.70	211	–0.07
137	–1.92	162	–1.30	187	–0.67	212	–0.05
138	–1.90	163	–1.27	188	–0.65	213	–0.02
139	–1.87	164	–1.25	189	–0.62	214	0.00
140	–1.85	165	–1.22	190	–0.60	215	+0.02
141	–1.82	166	–1.20	191	–0.57	216	+0.05
142	–1.80	167	–1.17	192	–0.55	217	+0.07
143	–1.77	168	–1.15	193	–0.52	218	+0.10
144	–1.75	169	–1.12	194	–0.50	219	+0.12
145	–1.72	170	–1.10	195	–0.47	220	+0.15

contd.

RAW Score	Z-Score	RAW Score	Z-Score	RAW Score	Z-Score	RAW Score	Z-Score
221	+0.17	241	+0.67	261	+1.17	281	+1.67
222	+0.20	242	+0.70	262	+1.20	282	+1.70
223	+0.22	243	+0.72	263	+1.22	283	+1.72
224	+0.25	244	+0.75	264	+1.25	284	+1.75
225	+0.27	245	+0.77	265	+1.27	285	+1.77
226	+0.30	246	+0.80	266	+1.30	286	+1.80
227	+0.32	247	+0.82	267	+1.32	287	+1.82
228	+0.35	248	+0.85	268	+1.35	288	+1.85
229	+0.37	249	+0.87	269	+1.37	289	+1.87
230	+0.40	250	+0.90	270	+1.40	290	+1.90
231	+0.42	251	+0.92	271	+1.42	291	+1.92
232	+0.45	252	+0.95	272	+1.45	292	+1.95
233	+0.47	253	+0.97	273	+1.47	293	+1.97
234	+0.50	254	+1.00	274	+1.50	294	+2.00
235	+0.52	255	+1.02	275	+1.52	295	+2.02
236	+0.55	256	+1.05	276	+1.55	296	+2.05
237	+0.57	257	+1.07	277	+1.57	297	+2.07
238	+0.60	258	+1.10	278	+1.60	298	+2.10
239	+0.62	259	+1.12	279	+1.62	299	+2.12
240	+0.65	260	+1.15	280	+1.65	300	+2.15

TABLE 16

Norms for Interpretation of Social Maturity Scale

1. **For Total Scale**
2. **For Each Area of Scale**

Sr. No.	z-Score Range	Grade	Levels of Social Maturity
1.	**+2.01 and above**	**A**	**Very High Level Maturity**
2.	+1.26 to +2.00	B	High Level Maturity
3.	**+0.51 to +1.25**	**C**	**Above Average Level Maturity**
4.	–0.50 to +0.50.	D	Average Level Maturity
5.	**–0.51 to –1.25**	**E**	**Below Average Level Maturity**
6.	–1.26 to –2.00	F	Low Level Maturity
7.	**–2.01. and below**	**G**	**Very Low Level Maturity**

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Sr. No.	STATEMENTS

1. It is hard to stick to anything that takes a long time to do.
2. I often forget to listen to what others are saying.
3. I would never go out of my way to help another person if it means giving up some personal pleasure.
4. The future is so uncertain, one cannot really make any plan.
5. There is no way to tell whom you can trust.
6. I cannot be friendly with people who do things which I consider wrong.
7. I get extremely hurt when people criticize me.
8. I fight to the last with my group if they do not carry out what I tell them.
9. Women should not be elected to top government positions.
10. I often forget work I am supposed to do.
11. I find it hard to speak my thoughts clearly.
12. I am willing to give a lot of money to medical research on cancer or such deadly disease only if I know they would find a cure in my life time.
13. I feel very uncomfortable when I disagree with what my friends think.
14. Most people, I feel, would rather lie than speak the truth if they could get away with it.
15. I do not make close friends with crippled/handicapped persons though I do not like to admit this.
16. It is natural for anybody to feel extremely uneasy to speak to people whom he/she does not know.
17. I settle fights and differences among my friends.
18. A man should not cook dinner for his wife and children unless the wife is sick.
19. I often get behind in my work.
20. In a discussion, it is hard to understand what people are trying to say.
21. I often think about doing things so that people, in future, can have things better.
22. Someone often has to tell me what to do.
23. There are more bad people than good people in this world.
24. There are a lot of useful things for us to learn from having a group of people of other communities living in our neighbourhood.
25. One feels miserable when one has to disagree with his friends.
26. I get along well with teachers and classmates in my school.
27. Many more women should be trained for jobs, usually held by men.
28. I often don't finish the work I start.
29. Even if I know how to do something, I find it hard to teach someone else.
30. Members of one religion should never ask money for some religious cause from people who are not of the same religion.

Sr. No.	STATEMENTS

31. Others seem more in control of their lives than I do.
32. It is hard to ask even the best friends for help.
33. One should not offer food to people who belong to other caste as it is embrassing to refuse food offered.
34. I am comfortable only with people of my own sex.
35. It is obvious that one gets upset when one has to change all his/her plans to adjust to someone else.
36. If we do not encourage women to work, we are seriously reducing what the country could accomplish.
37. I tend to go from one thing to another before finishing the earlier one.
38. It is hard for me to find anything to talk about when I meet a new person.
39. I want to spend more time in work to help the society I live in.
40. I keep my ideas to myself in class unless I am sure I am right.
41. You can be sure that people will be honest with you if you are honest with them.
42. I would not mind living next door to a family that is much poorer than mine.
43. It is a source of great disappointment to me when the opinion of others differs from mine.
44. There is no point helping, others inconveniencing oneself.
45. I really worry the way many girls become doctors, engineers and lawyers these days.
46. I get upset if I am not immediately successful in learning something new.
47. My friends find it hard to figure out from what I say.
48. Why work for something that others will enjoy when you won't be able to enjoy yourself.
49. In a group, I prefer to let other people make the decision.
50. Even though it is hard to believe, the radio and news-papers give us true facts about important events.
51. I do not mind playing with people who speak a language different from mine.
52. One should be able to laugh at oneself and take jokes easily.
53. If you haven't been chosen as the leader, you should not suggest how things should be done.
54. More men should train themselves for jobs like nursery school teachers and telephone operators which are usually held by women.
55. I often don't get my most important work done because I have spent too much time on another work.
56. In a discussion, people find it easy to understand what I am trying to say.
57. I would be willing to work for a good plan to make a better life for the poor, even if it costs me money.
58. I usually let others take the lead.
59. I feel a trusted person a person in one way, can be trusted in all the ways.
60. I find more interest to work for friends whose caste is the same as mine.

Sr. No.	STATEMENTS

61. It is obvious that one gets angry when one loses an argument.
62. In my class, I need not accept any responsibility in which I am not interested.
63. If everyone is to be really equal, some people will have to shed some of their advantages.
64. I give up the work I am doing, when things go wrong.
65. I am not good at describing things in writing.
66. It is possible to rush to neighbours to help them in all their troubles and needs.
67. The outcome of my life is a matter of luck.
68. A person is better off if he does not trust anybody.
69. I do not care to tell my ideas about God, when I know others will disagree with me.
70. I cannot keep cool when I get upset even though I am in a class-room or in a formal group.
71. I prefer to work for my own self than for the group I belong to.
72. Giving higher education to women is a national waste.
73. Hard work is never a fun.
74. I have a talent for influencing people by just talking to them.
75. A person should not be expected to do anything for his community unless he is paid for it.
76. When things have gone wrong for me, it is usually because of something I could not do anything about it.
77. A person who is completely trusting will have better experience in life.
78. I prefer to break with a friend who disagrees with me often.
79. I will not do the work I do not like though I am expected to do.
80. I make my point clear when I discuss.
81. I do not care to cut the use of water and electricity with a view to helping the government when there are so many others who are wasting it.
82. I donot know, whether I like a new dress/clothes/saree until I find out what my friends think.
83. One can safely trust strangers as much as people they know.
84. It is very difficult for me to be nice to people I do not like.
85. It is more important for a job to pay well than to be interesting.
86. I understand what the teacher wants me to do.
87. I clear the papers off my desk around the place even though I did not put them there.
88. It is not really all that important to do the home-work regularly.
89. I would find hard to give a talk in front of other in my class.
90. I would not mind giving money to a benefit fund for a school or hospital building even though it is not built in my own place.

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