

A Study on Social Maturity of College Students in relation to their Social Media Utilization in Cuddalore District

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Abstract

The present investigation was conducted in the area of Cuddalore District of Tamil Nadu, India and adopted normative survey method. Random sampling technique was used in the selection of the sample of 804 Arts, Science and Engineering College Students. Social Maturity Scale - constructed and validated by the Investigator and Social media utilization Questionnaire - constructed and standardized by Savita Gupta and Liyaqat Bashir (2018) were used. The findings of this study reveals that the level of College Students' Social Maturity of entire sample is Moderate and the Social Media Utilization is high.

Key words: Social Maturity, Social Media Utilization, College students

Introduction

Social maturity is defined as the ability to operate in a responsible and successful manner. Adolescence is the time when a person's behaviour begins to mature. Social maturity is the process of establishing a satisfying interaction between a person and his surroundings. The ultimate goal of successful adult social development is the attainment of social maturity. A socially mature adult has a few distinguishing qualities. He can successfully adjust to his peers as well as his peers to him. This type of behaviour includes things like community compatibility, compassion and sympathy, fair play emotional adaptability, civility and politeness, dependability, self-confidence, cooperation, leadership, and cheerfulness.

Social Media and Social Maturity

Maturity can alternatively be defined as a condition of excellent adjustment that allows a person to participate well in his community, or as a metric of that adjustment. Maturity is a subjective notion with no clear definitions or limits. It contains information about the person's age, life experiences, educational level, and degree of successful life changes, effectiveness, and competency. It implies that parents and educators must be aware of and understand the child's complicated developmental process in all of its aspects. Adolescents with higher levels

of social maturity have a better grasp of the social environment, which helps them influence social situations and build stable social behaviour patterns.

Our culture is being influenced by social media. News consumption patterns are shifting, as we've noticed. We're getting more and more news during the day. It's no longer something we eat late at night while watching the nightly news on TV or first thing in the morning while reading the newspaper. School-related practises are also changing. Teachers use social media to keep us up to date and offer advice. Without having to meet in person, we can now undertake group work. Relationships can also be nurtured through social networking. Selfies have changed aspects of social interaction, body language, self-awareness, privacy, and humour, as well as temporality, irony, and public behaviour. Second, like other forms of technology, social media serves as both a facilitator and a constraint. It enables us to host new types of events, but only on social media's terms. Teachers, for example, can use Twitter to generate hashtags for lessons that students can follow. Teachers, on the other hand, can only tweet up to 140 characters per tweet. Users must learn how to create, utilise, and manage a Facebook profile, as well as Facebook's privacy regulations and settings, because Facebook provides for new types of networking and communication that are not limited by geography.

The Impact of Social Media on Social Skills

Using various forms of social media has become a daily event for most children and teenagers. According to a research, 22% of kids log on more than ten times each day to their chosen social networking site, while more than half of adolescents log on more than once per day (Common Sense Media, 2009).

This generation's social and emotional development is largely facilitated by their use of the Internet and mobile phones. Face-to-face contact and in-person activities are harmed by the amount of time children and adolescents spend online, particularly on social media platforms (Giedd, 2012). The level of social media criticism directed at kids is at an all-time high. Many students believe that social media is both distracting and harmful. "Too much of everything is evil," according to an old proverb. The same can be said of social media: when utilised correctly, it can be highly beneficial; however, when used incorrectly, it can be extremely destructive. Like any other commodity on the market, social networking has

benefits and drawbacks. Because of these misunderstandings, social media's educational potential is grossly undervalued.

Using social media in college, students may simply increase their network. Friends, colleagues, and partners may all be recognised and contacted quickly via social media. People can stay in touch with people they might otherwise lose touch with owing to a lack of daily chats and interactions, such as childhood pals or friends and relatives who live in various places, through social networking. Most importantly, though, social networking has allowed students to form and sustain commercial contacts. Celebrities, subject specialists on various areas, business tycoons, notable professors, or people in their field of employment who they like are some of the people they follow. That is, they have everything at their fingertips, from interacting with classmates to getting the most up-to-date knowledge on the topics of their choice.

Objectives

The following are the objectives for the present study:

1. To find out the College Students' level of Social Maturity and Social media utilization.
2. To find out whether there is any significant difference in the College Students' level of Social Maturity and Social media utilization with respect to the sub samples.
 - a) Medium of study (Tamil/ English)
 - b) Type of Management (Government / Private)
 - c) Group of Study (Arts /Science/ Engineering)

4.To find out whether there is any significant relationship between dependent variable and independent variables.

Hypotheses

Suitable Null hypotheses were framed for the objectives.

Method of Study

For the present study, Normative survey method has been adopted.

Location

The present investigation was conducted in the area of Cuddalore District of Tamil Nadu, India.

Sample

Random sampling technique was used in the selection of the sample of 804 Arts, Science and Engineering College Students.

Variables of the study - Dependant variable

In the present study all the Social Maturity of College students has been taken dependent variable.

Independent variables

Social media utilization of college students were taken as the independent variables for this study.

Tools used for this study

The following are the tools used in the present investigation

1. "Social Maturity Scale" constructed and validated by the Investigator.
2. "Social media utilization Questionnaire" constructed and standardized by Savita Gupta and Liyaqat Bashir (2018).

Descriptive Analysis - College Students' Social Maturity

The Social Maturity scale has been administered to 804 College students .The data were collected from them. The mean and Standard Deviation were calculated for the entire sample and its sub-sample and are given in Table No. 1.

Table No. 1

The Mean and Standard Deviation of College students' Social Maturity Scores

Demographic Variables	Sub sample	N	Mean	SD
Medium of study	Tamil	354	106.14	18.593
	English	450	92.95	26.311
Type of Management	Government	505	102.79	20.491
	Private	299	91.95	28.003
Group of Study	Arts	304	99.50	21.705
	Science	250	85.98	28.386
	Engineering	250	110.64	13.848
Entire Sample		804	98.76	24.125

The level of College Students' Social Maturity of entire sample is Moderate (M=98.76).

The mean value for the sub sample of medium of study of College students indicates that Tamil medium (M=106.14) students are having higher level of Social Maturity than English medium (M=92.95) College students.

The mean value for the sub sample of type of management of College students indicates that Government (M=102.79) students are having higher level of Social Maturity than Private (M=91.95) College students.

The mean value for the sub sample of group of study of College students indicates that Engineering (M=110.64) students are having higher level of Social Maturity than Arts (M=99.50) and Science (M=85.98) College students.

Descriptive Analysis - College Students' Social Media Utilization

The Social Media Utilization scale has been administered to 804 College students. The mean and Standard Deviation were calculated for the entire sample and its sub-sample and are given in Table No. 2.

Table No.2

The Mean and Standard Deviation of Social Media Utilization scores of College students

Demographic Variables	Sub sample	N	Mean	SD
Medium of study	Tamil	354	74.17	16.277
	English	450	76.10	14.321
Type of Management	Government	505	73.76	16.610
	Private	299	77.77	12.191
Group of Study	Arts	304	71.22	17.180
	Science	250	78.33	11.835
	Engineering	250	77.07	14.712
Entire Sample		804	75.25	15.234

The Social Media Utilization of entire sample of College Students is high (M=75.25).

The mean value for the sub sample of medium of study of College students indicates that English medium (M=76.10) students are having more favourable Social Media Utilization than Tamil medium (M=74.17) College students. The mean value for the sub sample of type of management of College students indicates that Private College (M=77.77) students are having more favourable Social Media Utilization than Government (M=73.76) College students. The mean value for the sub sample of group of study of College students

indicates that Science (M=78.33) students are having more favourable Social Media Utilization than Engineering (M=77.07) and Arts (71.22) College students.

Differential analysis- College Students’ Social Maturity

Null Hypothesis

There is no significant difference between Tamil and English medium College students with respect to their Social Maturity.

In order to test the above null hypothesis ‘ t’ value is calculated.

Table No. 3

The significance of difference between Tamil and English medium college students with respect to their Social Maturity

Medium of Study	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Tamil	354	106.14	18.593	8.321	Significant
English	450	92.95	26.311		

It is found from the Table No.3, that the calculated ‘t’ value (8.321) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between Tamil and English medium College students with respect to their Social Maturity.

Null Hypothesis

There is no significant difference between Government and Private College students with respect to their Social Maturity.

In order to test the above null hypothesis ‘ t’ value is calculated.

Table No. 4

The significance of difference between Government and Private college students with respect to their Social Maturity

Type of Management	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Government	505	102.79	20.491	5.830	Significant
Private	299	91.95	28.003		

It is found from the Table No.4, that the calculated ‘t’ value (5.830) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it

is concluded that there is significant difference between Government and Private College students with respect to their Social Maturity.

Null Hypothesis

There is no significant difference in Social Maturity among the College students with respect to their group of study of.

In order to test the above null hypothesis 'F' value is calculated.

Table No. 5

The significance of difference among the sub- samples of group of study with respect to their Social Maturity

Source of Variation	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	76231.380	2	38115.690	78.05	Significant
within Groups	391129.809	801	488.302		
Total	467361.189	803			

Form the above Table No.5, since the 'F' value (78.058) is significant at 0.05 level, 't' values are calculated to find out the significance of difference between the sub samples.

Table No. 6

The significance of difference between Arts, Science and Engineering college students with respect to their Social Maturity

Type of Institution	N	Mean	SD	t-value	Significance at 0.05 level
Arts	304	99.50	21.705	6.185	Significant
Science	250	85.98	28.386		
Arts	304	99.50	21.705	7.318	Significant
Engineering	250	110.64	13.848		
Science	250	85.98	28.386	12.341	Significant
Engineering	250	110.64	13.848		

It is found from the Table No.6, that the calculated 't' values (6.185, 7.318, 12.341) are greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference in Social Maturity among the College students with respect to their group of study.

Differential analysis-College Students' Social Media Utilization

Null Hypothesis

There is no significant difference between Tamil and English medium College students with respect to Social Media Utilization.

In order to test the above null hypothesis ‘t’ value is calculated.

Table No.7

The significance of difference between Tamil and English Medium College Students with respect to their Social Media Utilization

Medium of Study	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Tamil	354	74.17	16.277	1.764	Not Significant
English	450	76.10	14.321		

It is found from the Table No.7, that the calculated ‘t’ value (1.764) is lesser than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference between Tamil and English medium College students with respect to their Social Media Utilization.

Null Hypothesis

There is no significant difference between Government and Private College students with respect to Social Media Utilization.

In order to test the above null hypothesis ‘t’ value is calculated.

Table No. 8

The significance of difference between Government and Private College Students with respect to their Social Media Utilization

Type of Management	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Government	505	73.76	16.610	3.921	Significant
Private	299	77.77	12.191		

It is found from the Table No.8, that the calculated ‘t’ value (3.921) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between Government and Private College students with respect to their Social Media Utilization.

Null Hypothesis

There is no significant difference in Social Media Utilization among the College students with respect to their group of study.

In order to test the above null hypothesis 'F' value is calculated.

Table No. 9

The significance of difference among the sub- samples of group of study with respect to their Social Media Utilization

Source of Variation	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	8148.931	2	4074.465	18.314	Significant
within Groups	178203.819	801	222.477		
Total	186352.750	803			

Form the above Table No.9, since the 'F' value is significant at 0.05 level, Hence 't' values are calculated.

Table No.10

The significance of difference between Arts, Science and Engineering College Students with respect to their Social Media Utilization

Type of Institution	N	Mean	SD	t-value	Significance at 0.05 level
Arts	304	71.22	17.180	5.750	Significant
Science	250	78.33	11.835		
Arts	304	71.22	17.180	4.320	Significant
Engineering	250	77.07	14.712		
Science	250	78.33	11.835	1.055	Not Significant
Engineering	250	77.07	14.712		

It is found from the Table No.10, that the calculated 't' value is greater than the critical value (1.96) at 0.05 level of significance for the pairs of sub samples, Arts and Science (5.750), Arts and Engineering (4.320) and lesser than the critical value (1.96) at 0.05 level of significance for the pairs of sub samples Science and Engineering (1.055) with respect to their Social Media Utilization. Hence the null hypothesis is partially accepted and it concluded that there is significant difference between Arts and Science, Arts and Engineering College students and there is no significant difference between Science and Engineering College students with respect to their Social Media Utilization.

Correlation Analysis

Null Hypothesis

There is no significant relationship exists between dependent variable and independent variable.

In order to realize one of the objectives of the present study, it has been decided to find out the Correlation between the College Students' Educational usage of Mobile Phone and their Social Media Utilization, Social Maturity, General Knowledge scores by using Pearson's product moment formula. The correlation was computed and the values are given in Table No.11

Table No. 11
Correlation between the College Social Maturity and their Social Media Utilization, Social Maturity and General Knowledge

Dependent Variable	Independent Variables	'r' vale	Significance at 0.05 level
Social Maturity	Social Media Utilization	0.109	Significant

It is found from the Table No.11, that the calculated r-value significant between the pairs of variables, Social Maturity and Social Media Utilization. Hence the null hypothesis is accepted and it is concluded that there is a significant positive relationship exists between Social Maturity and Social Media Utilization.

Conclusion

The findings of this study reveals that the level of College Students' Social Maturity of entire sample is Moderate and the Social Media Utilization is high. There is significant difference between Tamil and English medium, Government and Private College students with respect to their Social Maturity. Further, there is significant difference in Social Maturity among the College students with respect to their group of study. The study shows that there is no significant difference between Tamil and English medium College students with respect to their Social Media Utilization. There is significant difference between Government and Private College students with respect to their Social Media Utilization. There is significant difference between Arts and Science, Arts and Engineering College students and there is no significant difference between Science and Engineering College students with respect to their Social Media Utilization. The correlation analysis reveals a significant positive relationship between Social Maturity and Social Media Utilization.

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