

A Comparative Study of Social Maturity of Graduate Level Hostel living and Day Scholar Girl Students

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Abstract: *The present study was conducted with the objective of conducting a comparative study of the social maturity of graduate level hostel living and day Scholar girl students. For this study, the graduate level hostel living and day scholar girl students of Lucknow district, Lucknow division, Uttar Pradesh, were selected and 400 graduate-level girl students were selected as a sample (200 hostel living and 200 day scholar girl students). The methodology of the research was descriptive survey method. The Social Maturity Scale, a standardized instrument developed by Nalini Rao, was used for data collection. After visiting the various selected institutions and administering the instrument to the selected sample, the data was gathered. After proper organization analysis was done using appropriate statistical techniques such as mean and critical ratio. Conclusions of the study were following:*

- *There was no significant difference in the personal adequacy of graduate level hostel living and day scholar girl students.*
- *There was no significant difference in the interpersonal adequacy of graduate level hostel living and day scholar girl students.*
- *There was no significant difference in the social adequacy of graduate level hostel living and day scholar girl students.*
- *There was no significant difference in the social maturity of graduate level hostel living and day scholar girl students...*

Keywords: Social Maturity, Graduate Level, Hostel living, Day Scholar, Girl Students

I. INTRODUCTION

Society is the place, where social development of human takes place. For living in society, a knowledge of social conditions and the acquisition of social qualities are essential for a person. Education develops a refined perspective in a person's thinking, character, and behavior. Priyanka et al. (2023) found significant academic difference among students and concluded that the day scholars performed better than hostel livings in academic works. Bahadar et al. (2014) found that the boarding system performed better with respect to many aspects in comparison with the day scholar system. Mufina, et al. (2025) propounded no significant variation in emotional development processes between hostel living and day scholar groups. Maheshwari & Tomar (2025) propounded that day scholars and hostellers were not significantly differ in perceived stress. Significant difference was existed between day scholars and hosteller with respect to academic adjustment. Sunny et al. (2018) reported no significant difference in emotional maturity between hostellers and day scholars in their study. Ravichandran (2015) revealed in her study that the stress was more in the day scholars than hostellers. Shukla (2025) propounded in her study a higher degree of mental health issues among hostel living students compared to day scholars. Fatima & Rasheed (2025) reported that increased duration of stay in



the hostel significantly predict more sense of responsibility. Muhammad et al. (2023) reported that hostel-living students have higher scores in study habits and academic achievement as compared to day scholars.

Thus, after considerable research, it was discovered that no research had been conducted on the comparison of the social maturity of graduate level hostel living and day scholar girl students. Therefore, the researcher decided to conduct research on the comparative study of the social maturity of graduate level hostel living and day scholar girl students.

Objectives

- To conduct a comparative study of the personal adequacy of graduate level hostel living and day scholar girl students.
- To conduct a comparative study of the interpersonal adequacy of graduate level hostel living and day scholar girl students.
- To conduct a comparative study of the social adequacy of graduate level hostel living and day scholar girl students.
- To conduct a comparative study of the social maturity of graduate level hostel living and day scholar girl students.

Hypothesis

- There is no significant difference in the personal adequacy of graduate level hostel living and day scholar girl students.
- There is no significant difference in the interpersonal adequacy of graduate level hostel living and day scholar girl students.
- There is no significant difference in the social adequacy of graduate level hostel living and day scholar girl students.
- There is no significant difference in the social maturity of graduate level hostel living and day scholar girl students.

Research Method

The survey method was used for this research under descriptive research.

Population

The objective of this research is to study the social maturity of graduate level hostel living and day scholar girl students. For this research, graduate level girl students are the target population. However, graduate level hostel living and day boarding girl students from Lucknow district, Lucknow Division, Uttar Pradesh, were selected as the sample.

Sample

In this research, 400 graduate level hostel living and day scholar girl students of Lucknow district, Lucknow Division, Uttar Pradesh, were selected as sample. 200 graduate level girl students studying in various colleges affiliated to University of Lucknow and 200 hostel living graduate level girl students were selected as sample.

Tools of data collection

The Social Maturity Scale, developed and standardized by Nalini Rao, was used for this research. In this test, 90 items were selected based on the three dimensions and elements of social maturity. The three dimensions of the test were as Personal Adequacy, Interpersonal Adequacy and Social Adequacy.

Operational Definition of Key Terms

Graduate Level- In the present research, the graduate level refers to the level of higher education that provides education in Disciplines such as arts, science, commerce, and agriculture, leading to degrees such as B.A., B.Sc., B.Com., etc.



Hostel living girl students- In the present research study, graduate level hostel living girl students refer to girl students, who reside in hostels and enrolled in colleges at the graduate level.

Day scholar girl students- In the present research study, day scholar girl students refer to girl students from who reside in their home and enrolled in colleges at the graduate level.

Social Maturity- In this research, social maturity refers to the following three dimensions of social maturity and the combination of their elements on the Social Maturity Scale.

Data Analysis and Results

After visiting various selected colleges and hostels administering the instrument to the selected girl students, the data were properly organized and analyzed using statistics called mean and critical ratio. The mean and critical ratio values for personal adequacy, interpersonal adequacy, social adequacy, and social maturity of graduate level hostel living and day scholar girl students are given in the table:

Table-1: Mean and Critical Ratio of Personal Adequacy, Interpersonal Adequacy, Social Adequacy, and Social Maturity of Graduate level hostel living and Day Scholar Girl students

S. No.	Variable	Group	Mean	S.D.	DF	CR	Significance
1	Personal Adequacy	Hostel living (N=200)	81.27	8.51	398	1.53	Insignificant*
		Day Scholar (N=200)	82.61	9.01			
2	Interpersonal Adequacy	Hostel living (N=200)	81.35	8.49	398	1.29	Insignificant*
		Day Scholar (N=200)	82.46	8.72			
3	Social Adequacy	Hostel living (N=200)	82.73	9.14	398	.33	Insignificant*
		Day Scholar (N=200)	82.44	8.68			
4	Social Maturity	Hostel living (N=200)	249.22	25.44	398	.59	Insignificant*
		Day Scholar (N=200)	251.68	26.09			

*At .05 level

The first objective of the research study was to conduct a comparative study of the personal adequacy of graduate level hostel living and day scholar girl students. For this the mean, standard deviation, and critical ratio values of the collected data are given in Table-1. A review of Table-1 reveals that the personal adequacy scores of the graduate level hostel living girl students had a mean of 81.27 and a standard deviation of 8.51, while the personal adequacy scores of the graduate-level day scholar girl students had a mean of 82.61 and a standard deviation of 9.01. The critical ratio, calculated using 398 degrees of freedom, was found to be 1.53, which was less than the table value at the 0.05 significance level. Therefore, the null hypothesis (H01) that there is no significant difference in the personal adequacy of graduate level hostel living and day scholar girl students was accepted.

The second objective of the research study was to conduct a comparative study of the interpersonal adequacy scores of graduate level hostel living and day scholar girl students. For this second objective, the mean, standard deviation, and critical ratio values of the collected data are given in Table-1. An overview of Table-1 reveals that the interpersonal adequacy of the graduate level hostel living girl students had a mean of 81.35 and a standard deviation of 8.49, while the personal adequacy of the graduate-level day scholar girl students had a mean of 82.46 and a standard deviation of 8.72. The critical ratio, calculated using 398 degrees of freedom, was less than the table value at the 0.05 level of significance. Therefore, the null hypothesis (H02) that there is no significant difference in the interpersonal adequacy of graduate level hostel living and day scholar girl students was accepted.

The third objective of the research study was to conduct a comparative study of the social adequacy of graduate level hostel living and day scholar girl students. For this the mean, standard deviation, and critical ratio of the collected data are presented in Table-1. An overview of Table-1 reveals that the social adequacy of the graduate level hostel living girl students' group had a mean of 82.73 and a standard deviation of 9.14, while the personal adequacy of the graduate-level day scholar girls students' group had a mean of 82.44 and a standard deviation of 8.68. The critical ratio, calculated using 398 degrees of freedom, was less than the table value at the 0.05 level of significance. Therefore, the



null hypothesis (H03) that there is no significant difference in the social adequacy of graduate level hostel living and day scholar girl students was accepted.

The fourth objective of the research study was to conduct a comparative study of the social maturity of graduate level hostel living and day scholar girl students. For this the mean, standard deviation, and critical ratio values of the collected data are given in Table-1. An overview of Table-1 reveals that the social maturity of the graduate level hostel living girl students' group had a mean of 249.22 and a standard deviation of 25.44, while the personal adequacy of the graduate-level day scholar girl students' group had a mean of 251.68 and a standard deviation of 26.09. The critical ratio, calculated using 398 degrees of freedom, was found less than the table value at the 0.05 level of significance. Therefore, the null hypothesis (H04) that there is no significant difference in the social maturity of graduate level hostel living and day scholar girl students was accepted.

II. CONCLUSION

The study yielded the following conclusions:

- There is no significant difference in the personal adequacy of graduate level hostel living and day scholar girl students.
- There is no significant difference in the interpersonal adequacy of graduate level hostel living and day scholar girl students.
- There is no significant difference in the social adequacy of graduate level hostel living and day scholar girl students.
- There is no significant difference in the social maturity of graduate level hostel living and day scholar girl students.

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