



Does Social Maturity Shape Gender Role Attitude?

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Abstract

India has had remarkable growth in every sector throughout the preceding years, leading to significant advancements. The nation's metropolis is flourishing, companies are expanding, and the middle class is economically improving a lot. Despite these developments, India is still one of the most vulnerable nations, with significant gender gaps and disparities. The researcher aims to investigate how senior secondary school pupils perceive gender roles with regard to their social maturity. The study's main objective was to look into how gender role attitudes and social maturity related to gender, region, educational stream, and affiliation of institution. Senior secondary school students from the Bangalore metropolitan area make up the intended demographic. This attempt makes use of the disproportionate stratified random sampling technique. The two hundred and eleven participants provided primary data using the standardised gender role attitude questionnaire and the standardised social maturity scale. After compiling the data, statistical analysis was carried out. The results showed that attitudes towards gender roles and social maturity were positively correlated. Alongside, at the 0.05 level, other outcome factors found statistically significant. The interrelated nature of social and emotional development implies that improving one area enhances the other hence efforts should be made to provide equal opportunity for both genders, allowing teenagers to complete their society commitments regardless of gender.

Keywords: Social maturity, Gender Role Attitude, Gender Disparity, Senior Secondary School Students.

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1. Introduction

India's economy and infrastructure have grown at a never-before-seen rate throughout the preceding 20 years. Despite these advancements, gender inequality remains a significant issue, making India one of the most challenging countries in this regard (Sunilkumar & Pillai, 2022). In order to overcome gender bias, promote social maturity, and help us adapt to this change, education is essential. The ongoing cultural phenomena of inexorable gender role growth and maintenance is based on social, cultural, and psychological perceptions of masculine and feminine traits. (Kessler & McKenna 2001). Gender emphasises social constructs of identity, whereas sex denotes the physical and biological distinctions between males and females (Oakley, 1991; Lindsey, 2015). Gender plays a major role in the unequal distribution of social resources and advantages due to biological differences between the sexes. Gender roles are created by people through their interactions with their surroundings (Lindsey, 2015) and the process of stereotyping, which creates an image in the mind that is formed from the culture and surroundings rather than from personal experience (Lippmann, 1994). Because it is learnt through interpersonal transfer, this depiction is usually inaccurate and oversimplified. Gender stereotypes associate women's social responsibilities with intrinsic traits like emotionality. Because of this, women are usually expected to take care of the home or work in historically female-dominated professions like nursing. Because they are also linked to stereotypically masculine characteristics like being the head of the family and being logical, men are not immune to this. The aforementioned concerns all have some validity and make an effort to explain how gender roles emerge, are learnt, and are mediated by social maturity. Despite the numerous distinctions, limitations, and sporadic similarities between them, we must not underestimate the importance of each since it takes a distinct stance on gender discrimination. "Adolescence is a stage of physical, psychological, and social maturity that occurs between infancy and adulthood", according to NCERT (1999). It can start and finish at different times in different people's lives. However, according to Bardhan, S. (2015), it always signifies the end of childhood and establishes the foundation for adulthood on biological, psychological, and social levels of interaction. Finley (1996) defined maturity as "the capacity of the mind to survive an individual's ability to respond appropriately to uncertainties, circumstances, or environment." The study's primary goals are to assess the level of social maturity and gender role attitudes, to determine the relationship between social maturity and gender role attitudes, and to compare social maturity and gender role attitudes among Senior Secondary School students.

2. Literature Review

Gender roles are symbolic of the societally held biases against women and men. The family, the level of education, the nature of the stream and the affiliation of institution, and the predictive gender role attitudes are the first points of reference for forming and socialising gender role attitudes in children and adolescents (Pratibha & Verma Vibha, 2015). The family serves as a productive environment for the development of normative behaviours associated with gender, and factors such as socioeconomic status and parental education level are predictors of the values and beliefs held by the next generation concerning gender roles (Wartyngnah Sngewbhalang, 2014). According to the available data it is pertinent that their attitudinal change is based on whether their parents support traditional or more egalitarian viewpoints (Alan et al., 2018). These guys typically embrace more progressive ideas when they are younger, but by the time they are adults, they have reverted to more conventional attitudes (Kaur Sandeep 2017). Adolescent females tend to grow less traditional with time, despite what their parents may think. Adolescent girls reared by more traditionalists are more likely to have conservative beliefs than their more egalitarian counterparts; peers only have a moderate impact on opinions (Crouter et al., 2007). Koul Lokesh (2011) investigated the social

maturity of high school students according to region and gender. Gender and location did not significantly affect the social maturity of high school students, according to the findings. There was a significant difference between those who attended preschool and those who did not, but the difference had to be greater to justify making preschool mandatory. **Liang et al. (2018)** investigated how gender and ethnic stereotypes affect academic achievement. The study included samples of 1122 students from a medium-sized American university. The findings indicated that individuals with lower levels of social anxiety also had less unfavourable preconceptions about academic achievement. The study made a strong case that gender and ethnic stereotypes had a big impact on pupils' academic achievement. According to **Trivedi and Anil Kumar Panda (2025)** the use of Internet and Social Networking Sites significantly shape the social maturity among undergraduate students with a recommendation to make use of counselling initiatives and gender sensitive interventions. Numerous studies have shown that among girls of the same age, material prosperity is associated with more liberal views on gender roles; however, the results for boys of the same age have been more inconsistent, and there is a dearth of research on how schooling affects social maturity. The other key purpose of this study was to understand how adolescents behave in social circumstances, therefore the researcher intends to look into gender role beliefs in relation to their level of social maturity.

3. Objectives of the Study

The objectives of the study were (i) To assess the level of social maturity and gender role attitude among Sr. Secondary School Students. (ii) To study the relationship between social maturity and gender role attitude. (iii) To compare gender role attitudes and social maturity with regard to their gender, stream of education and type of institution.

4. Methodology

4.1 Sampling Procedure: Senior Secondary School Students of Bangalore City's (India) urban area form the study population. The researcher used an unproportionate stratified random sampling technique in the present study, and the sample size was decided using the **Krejcie and Morgan table**. The 211 students in the 15-19 yrs age group participated in this endeavour.

4.2 Instrumentation: The standardised tools viz. Social Maturity Scale (SMS-RN) by Dr Nalini Rao and Gender Role Attitude Scale: Rodríguez-Franco (2010) was used to collect the data.

4.3 Demographics:

Table 1: The socio-demographic profile of respondents

Age of the respondents	Ranged between 15-19 Yrs
Gender	Male —138 (65.4), Female-73 (34.6)
Nature of Institution	Govt.- 101 (47.9), Pvt-110 (52.1)
Stream of Education	Science 100 (47.4), Commerce- 111(52.6)

Note: Table 1 shows the socio-demographic profile of respondents

Source- primary data. * Fig in brackets indicate %

Table 2: Descriptive Statistics of Social Maturity and Gender Role Attitude

	Mean	Std. Deviation	%Level	N
Social Maturity	2.68	0.18	High -64.36	211

			Low-35.64	
Gender Role Attitude	3.36	0.77	High-53.15	211
			Low-46.85	

Note: Table 2 indicates Descriptive Statistics of Social Maturity and Gender Role Attitude

Table 3: Correlation Analysis between Social Maturity and Gender Role Attitude

		Social Maturity	Gender Role Attitude
Social Maturity	Pearson Correlation	1	.26**
	Sig. (2-tailed)		.00
	N	211	211
Gender Role Attitude	Pearson Correlation	.26**	1
	Sig. (2-tailed)	.00	
	N	211	211
**. Moderately Positive Correlation			

Note: Table 3 shows Correlation Analysis between Social Maturity and Gender Role Attitude

The majority of respondents (64.36%) as shown in Table 1 are in the category of high social maturity level, while just 35.64% were found to be in possession of the low social maturity category. Similarly, it was noticed that the 53.15% respondents were in possession of averagely above level of gender role attitude, while 46.85% were found to be in possession the lower category of gender role attitude. The Karl Pearson correlation coefficient was used to analyse the correlation between social maturity and gender role attitude, and it was shown to be relatively favourable. The mean social maturity score is 2.68, with a standard deviation of 0.18. Gender role attitude has an average score of 3.36 and a standard deviation of 0.77. The correlation between social maturity and gender role attitude is 0.26, which is statistically significant at the 0.01 level. ** (2-tailed) (2-tailed). Pearson coefficient correlation investigates the link between two variables. The design attempts to draw a line through the data of two variables to demonstrate the relationship between them.

4.4 Hypothesis Testing:

The null hypotheses were framed to test the significant differences such as ...

(i) Differences in Social Maturity and Gender Role Attitude across Gender

Table 4: Descriptive Statistics of Social Maturity and Gender

Dimension	Gender	N	Mean	Std. Dev.	Std. Error Mean
Social Maturity.	Male	138	2.66	.18	.01
	Female	73	2.72	.18	.02
Gender Role Attitude.	Male	138	3.13	.64	.05
	Female	73	3.80	.80	.09

Note: Table 4 indicates Descriptive Statistics of Social Maturity and Gender

Table 5: Independent Sample t Test

Dimension	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Social Maturity	Equal variances	.011	.91	-2.21	209	.02	-.05
	Unequal variances			-2.20	145.13	.02	-.05
P<0.05, significant*							
Dimension	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Gender Role Attitude	Equal variances	10.45	.00	-6.63	209	.00	-.67
	Unequal variances			-6.18	120.95	.00	-.67
P<0.01, significant**							

Note: Table 5 shows Independent Sample t Test

Differences in social maturity across gender : (P<0.05, significant*)

Male students have a mean score of 2.66 and a standard deviation of 0.18, whereas female students have a score of 2.72 and a standard deviation of 0.18. The mean social maturity levels between male and female pupils differ statistically.

Difference in gender role attitudes across gender: (P<0.01, significant**)

The average and standard deviation of male students' gender role attitude scores are 3.12 and 0.64, respectively, whereas female students' values are 3.8075 and 0.80707. Male and female pupils have substantially distinct mean gender role attitudes.

(ii) Differences in Social Maturity and Gender Role Attitude across the Nature of Institutes

Table 6: Descriptive Statistics of Social Maturity and Nature of Institution

Dimension	Nature of Institution	N	Mean	Std. Dev.	Std. Error Mean
Social Maturity	Government Aided	101	2.65	.17	.01
	Unaided	110	2.71	.19	.01
Gender Role Attitude	Government Aided	101	2.82	.38	.03
	Unaided	110	3.86	.69	.06

Note: Table 6 shows Descriptive Statistics of Social Maturity and Nature of Institution

Table 7: Independent Sample t Test

Dimension	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Social Maturity	Equal variances	3.30	.070	-2.48	209	.01	-.06
	Unequal variances			-2.50	208.66	.01	-.06
P<0.05, significant*							
Dimension	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Gender Role Attitude	Equal variances	37.41	.00	-13.28	209	.00	-1.04
	Unequal variances			-13.58	173.29	.00	-1.04
P<0.01, significant**							

Note: Table 7 indicates Independent Sample t Test

Differences in social maturity across the nature of institutes: <0.05, significant*

The mean score and standard deviation of social maturity among students in government-aided institutions are 2.65 and 0.17, respectively, whereas those in unaided institutions are 2.71 and 0.19. The difference in the mean value of social maturity between students in government-aided and unaided institutions is statistically significant.

Differences in gender role attitudes across the nature of institutes' <0.01, significant**

The average score and standard deviation for students at government-sponsored colleges are 2.82 and 0.38, respectively, whereas those at unsponsored institutions are 3.86 and 0.69. There is a statistically significant difference in the average value of students' opinions about gender roles at government-aided and independent universities.

(iii) Differences in Social Maturity and Gender Role Attitude across the Stream Of Education.

Table 8: Descriptive Statistics of Social Maturity and Stream of Education

Dimension	Stream	N	Mean	Std. Dev.	Std. Error Mean
Social Maturity	Science	100	2.72	.19	.019
	Commerce	111	2.64	.17	.016
Gender Role Attitude	Science	100	3.96	.59	.05
	Commerce	111	2.82	.44	.04

Note: Table 8 shows Independent Sample t Test

Table 9: Independent Sample t Test

Dimension	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Social Maturity	Equal variances	2.31	.13	2.94	209	.00	.074
	Unequal variances			2.92	199.97	.00	.074
P<0.01, significant**							
Dimension	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Gender Role Attitude	Equal variances	14.629	.00	15.75	209	.00	1.13
	Unequal variances			15.52	181.78	.00	1.13
P<0.01, significant**							

Note: Table 9 shows Independent Sample t Test

Differences in social maturity across the stream of education: ($P<0.05$, significant*)

Science students' mean scores and standard deviations for social maturity are 2.72 and 0.19, respectively, while those for female students are 2.64 and 0.17. The difference between students studying science and business in terms of social maturity is statistically significant.

Differences in gender role attitudes across the stream of education: $P<0.01$, significant**

Students in the sciences scored on a gender role attitude scale on average at 3.9635 and 0.59729, while those in the business field scored at 2.8282 and 0.44475. The difference between the gender role attitudes of science and business students' means is statistically significant.

5. Discussion:

The study on the effect of social maturity on gender role attitudes among senior secondary school students is based on empirical data, and the findings assist in reaching significant conclusions. The study made use of empirical data collected from students in science and commerce. The survey information clearly shows that the majority of respondents (52.6%) have a background in commerce studies. The number of responders from the commerce stream is relatively larger than that of the scientific stream i.e. (47.4%).

Respondents from all five age groups (15-19) in the research area participated in the survey. The majority of research participants are aged 15 to 17, with 5.2% falling into the lower (15) or upper (19) age groups. The survey has 138 (65.4%) male and 73 (34.6%) female respondents. In the study region, there are far more male students than female students. In the current study, the proportion of students attending unaided institutions (52.1%) is slightly higher than that of students attending government- or aided institutions (47.9%).

The Karl Pearson correlation coefficient is employed to investigate the relationship between gender role attitudes and social maturity, and it is found to be extremely favourable. This positive linear correlation suggests that a substantial amount of one variable typically correlates to a significant amount of the other. The results are consistent with **Pratibha and Verma Vibha's (2015) study**, **Ritu and Kumar Dinesh (2013)**; **Lawrence, Arul, AS, and I. Jesu**

doss (2011). The average social maturity scores of male and female students differ statistically considerably. Gender role attitudes refer to people's beliefs about what roles men and women should perform in society. A person's gender role attitude is a collection of beliefs regarding the acceptable roles that men and women should play in society.

. Gender roles and the attitudes that accompany them differ widely among cultures. Gender role views reflect social notions about femininity and masculinity and determine gender-appropriate behaviours using culturally specific criteria. Furthermore, there is a statistically significant difference in the mean value of students' beliefs about gender roles between government-aided and unaided institutions. Teachers should not offer different assignments based on students' genders. The instructor may lead discussions, seminars, and lectures by experts on gender roles and bias. Teachers can promote social maturity and positive gender roles in the classroom by allowing students to express their thoughts without fear of being judged.

To adequately prepare students for social maturity and positive gender role attitudes, the curriculum material is supplemented or updated, allowing for increased academic accomplishment and education. Admission to various professional courses should take social maturity and gender role perspectives into consideration. Help them adhere to societal ideals, morality, and ethics. Never enable a youngster to behave in a way that is antisocial or offensive in society. To focus teenagers' energy in the right way, parents, teachers, and administrators must use considerable caution while interacting with them. According to the research (**Kaur et al., 2025**), we can determine that the parental education and type of family has non-significant relationship with gender role attitude. Knowing what to do and working to do it by imitating role models in order to attain an appropriate level of social behaviour is referred to as social maturity. The findings of present study differ from those of **Athanimath and Yenagi (2011)**, who found no statistically significant gender differences in student with social maturity.

6. Educational Implications: From the findings and conclusions of the present study, the following educational implications are drawn:

For Teachers: According to the study, teachers should help adolescents develop positive gender role attitude and positive behavioural habits in the classroom and sustain them in society by offering appropriate guidance and counselling. Instructors should provide a suitable and supportive environment. Partiality and favouritism should be avoided since they will drive students to become envious and hostile. Teachers may help students to develop social skills so they can build strong, long-lasting relationships and successfully negotiate any social situation.

For Policy Makers: Since today's students will be tomorrow's citizens, policymakers should constantly engage with society in order to eradicate social evils, prejudices, and social disparities through the provision of high-quality education. Counselling and guidance are also crucial.

For Administrators: Students will primarily develop their interpersonal, social, and self-adequacies when they start school or college. Students should acquire these abilities so they can deal with any challenges or dangerous circumstances in life. They treat every student equally and provide appropriate care, support, and assistance based on individual needs. Encourage children to interact with socially mature peers at family get-togethers, places of worships, social events, and neighbourhoods in order to promote social maturity and a favourable attitude towards gender roles.

7. Limitations and Suggestions:

Due to logistical reasons such as scheduling constraints, the study is limited to two hundred eleven Sr. Secondary School Students of the Bengaluru Metropolitan Region. The only categorical factors used in the analysis were gender, location, Institute type, and nature. More research at the macro level may be conducted, incorporating students from various classes and regions of Karnataka, since these findings cannot be generalised. Similarly, one might explore the relationship between parental participation, self-efficacy, socioeconomic status, academic performance, and so on.

8. Conclusion

Social maturity and gender role views are critical to an individual's total growth and the change of the world into a better place, free of gender biases, trust, cooperation, integration, responsibility, tolerance, and other characteristics. This better society would be one in which people communicate, form relationships, and accept accountability for their actions and the well-being of the community.

The study observed the gender variations in adolescent emotional and social development. The association between gender role attitudes and social maturity is investigated using the Karl Pearson correlation coefficient, which is found to be quite favourable. These gender differences are primarily attributable to socialisation rather than biology, and the variation is also subject to change. Despite gender gaps in numerous domains and underlying natural differences, inclinations cannot be disregarded; efforts can be made to create an environment in which adolescents of both sexes have equal opportunities and the freedom to complete societal and national obligations without consideration for gender. Because social and emotional maturity is reciprocal, developing one domain automatically leads to the development of the others.

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