

## Social Maturity of Secondary School Students In Relation To the Academic Achievement

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### **Abstract:**

The present research work was undertaken to study the social maturity among secondary school students. The study was conducted on a sample of 576 students of 9<sup>th</sup> class selected from rural and urban schools of Guntur District in Andhra Pradesh. Social maturity scale by Dr.Nalini Rao was used. The data was analysed by statistical techniques t-test and Karl Pearson's Product Moment Correlation (r). The findings of the study revealed that there is no significant difference in the social maturity among male and female secondary school students. There is no significant difference between Rural and Urban students in their social maturity. There is no significant difference between English medium and Telugu medium students in their social maturity. Positive correlation was found between social maturity and academic achievement of the secondary school students.

**Keywords:** Social maturity, Academic achievement, Secondary school students

### **Introduction:**

Education has become a primary need of the society as oxygen is to an individual to survive. It is a determined element for the civilization of human society. It will also help to develop healthy surroundings and generates advance community. The modern aim of the education is the wholesome balanced or harmonious development of the

personality such as moral, social, spiritual, Intellectual, emotional and physical development. All these aspects are equally important for developing a healthy personality in the society.

### **Social Maturity:**

Social Maturity is a term commonly used in two ways. The behavior of an individual which is appropriate to the age of the individual under observation is the first dimension.

The second aspect is the behaviour that conforms to the standards and expectations of the adults. Thus Social Maturity is the detailed perception of the social environment that influences the adolescents in social circumstances. According to Hurlock (1950) “Social-development means attaining maturity in social-relations.” It means the process of learning to conform to group standards, morals, and traditions and becoming imbued with a sense of oneness, inter-communication.

Social maturity means knowing what to do and determined for it by following role models to reach the desired level of acceptable social behaviour. It is a long process to be socially matured. Students should be exposed to those people who are socially matured so they can accommodate themselves to the existing conditions. The students can try to reach the expectations of the social system, parents, teachers, siblings and peers who matter to them. According to Raj (1996) social maturity is the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. Society plays significant role in imparting the quality

of life to every individual. Based on the social needs we adapt to the society.

### **Characteristics of Matured Individuals:**

A fully matured adolescent has a balanced mind. A fine balance and coordination in habits, motives and emotions can be seen in a socially matured person. Matured adolescent can adjust satisfactorily to the social and physical environment. The following are some of the general characteristics of a socially matured person:

- Emotionally matured with a definite aim in life.
- They accept success and failure equally.
- They possess a joy of living and they are glad to be alive.
- They are able to keep good human relations.
- They learn from the past experience.

### **Social Maturity and Academic Achievement:**

Social maturity encompasses attainments in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility i.e. contributing to the well being of the

society. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, social problem solving and judgment (Raj, 1996).

Academic achievement is influenced by the social maturity of an individual. Every child is influenced by various social factors such as interdependence, self control, fulfillment of needs, stress management, social maturation, ability to size up a social situation and social adjustment and social acceptance etc. Singh and Thukral (2010) found a significant relationship between the academic achievement and the social maturity levels of the secondary school students and also the investigators observed no significant gender difference in their achievement levels.

#### **Review of Related Literature:**

**Laksmi (2008)** conducted a research in relation to cognitive and non cognitive variables with an aim to find out the relationship between social maturity and academic achievement of the students. The results indicated that there was positive correlation between the levels of social maturity and academic achievement of the students.

**Lawrence and Jesudoss (2011)** conducted a research on the relationship between Social Maturity and Academic Achievement of Higher Secondary School Students. There is significant difference between the academic achievement of boys and girls.

**Anand, Kunwar and Kumar (2014)** conducted a research on a 220 sample of secondary school students of Kanpur district. It was concluded that the social competence among the children was affected by variables in relation to the education, economic status, community, medium of study etc.

**Kumari and Hossain (2015)** conducted a research on emotional maturity of secondary school students with regard to gender differences. It was concluded that the male and female students were same regarding their emotional maturity.

**Alam (2016)** investigated that the social adjustment and social maturity were the predictors of academic achievement among adolescents. There was significant difference between the ru58ral and urban sample on social maturity levels.

**Mushtaq and Rani (2016)** studied the academic success of an individual with reference to their age, experiences,

standard of education. There is a significant difference between male and female secondary students on their academic achievement.

### **Objectives:**

1. To find out the significant difference in social maturity of male and female secondary school students.
2. To find out the significant difference in social maturity of rural and urban secondary school students.
3. To find out the significant difference in social maturity of english and telugu medium secondary school students.
4. To find out the relationship between social maturity and academic achievement of secondary school students.

### **Hypotheses:**

1. There is no significant difference in social maturity of male and female secondary school students.
2. There is no significant difference in social maturity of rural and urban secondary school students.
3. There is no significant difference in social maturity of english and telugu medium secondary school students.
4. There is no relationship between social maturity and academic

achievement of secondary school students.

### **Delimitations:**

1. The study is confined to Guntur district only.
2. The study was restricted to 9<sup>th</sup> class students only.
3. The study is limited to the variables Gender, Location and Medium of the study only.

### **Sample:**

A sample is a small proportion of a population selected for observation and analysis. This makes it possible to draw generalization by studying a small proportion of the population. For the present study the researcher had taken up a stratified random sample of 576 secondary school students were selected.

### **Tools used:**

Social maturity scale by Dr.Nalini Rao. It contains 90 items and it is meant for higher Primary, Secondary and Pre university grade students.

### **Statistical Techniques used:**

Mean, Standard Deviation, 't'-test and Karl Pearson's product moment correlation were used to study the social maturity of secondary school students.

### **Data Analysis and Discussion:**

**Hypothesis-1:** There is no significant difference in social maturity of male and female secondary school students.

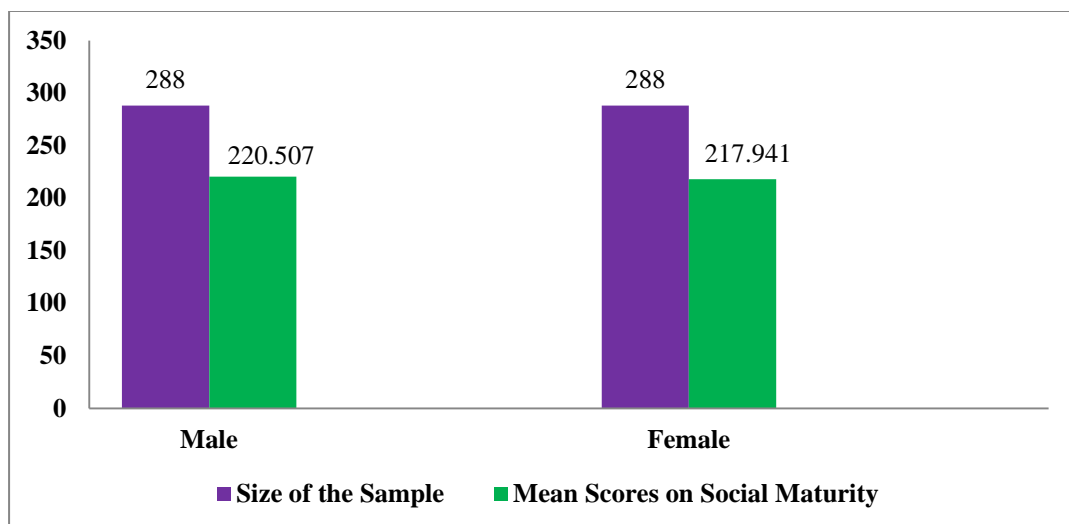
**Table -1: Significance of difference between Mean Scores of the Sample on Social Maturity according to the Gender (N=576)**

Gender	N	Mean Scores	S.D	t-value
Male	288	220.507	41.050	0.792*
Female	288	217.941	36.589	

**Note:** \* Not Significant at 0.05 level

Table-1 depicts the Social Maturity levels of the sample in relation to the gender. The Mean scores of male and female were 220.507 and 217.941. Their S.D scores were 41.050 and 36.589 respectively. The mean score of the male sample was high when compared to the mean score of female sample. It indicates

that male was more socially matured than female. There is a little difference (2.566) between the mean scores of male and female students. It shows that the perception of the society was a little more among male sample than female sample. It can be seen in graphic representation in figure-1.



**Figure-1: Mean Scores on Social Maturity in relation to Gender**

The ‘t’ value 0.792 was not significant at 0.05 level of significance. Hence, the

null hypothesis “There is no significant difference between male and female

secondary school students in their social maturity” was conditionally accepted.

Goyal (2015) revealed that there was no significant gender difference between the achievement levels of the boys and girls in relation to their social

maturity. It is concluded that impact gender plays an important role in the personality traits of the children at secondary school level.

**Hypothesis-2:** There is no significant difference in social maturity of rural and urban secondary school students.

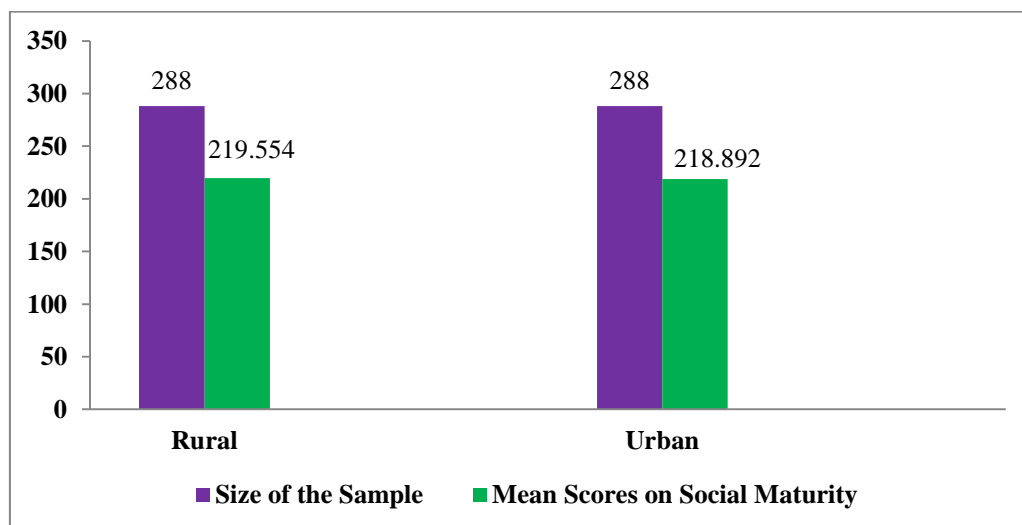
**Table-2: Significance of difference between Mean Scores of the Sample on Social Maturity according to the Locality (N=576)**

Locality	N	Mean Scores	S.D	t - Value
Rural	288	219.554	39.426	0.204*
Urban	288	218.892	38.371	

**Note:** \* Not Significant at 0.05 level

Table-2 shows the Social Maturity scores of the students in relation to their Locality. The Mean scores of Rural and Urban students were 219.554 and

218.892 with S. D scores of 39.426 and 38.371 respectively. A little difference (0.662) was observed between the mean scores of the rural and urban students.



**Figure-2: Mean Scores on Social Maturity in relation to Locality**

The “t” value 0.204 was insignificant at 0.05 level of significance. It shows that there is no significant difference between the Social Maturity levels of the rural and urban students in relation to their locality. Hence, the null hypothesis “There is no significant difference between the Rural and Urban

secondary school students in their social maturity” was conditionally accepted. It can be seen in figure-2.

**Hypothesis-3:** There is no significant difference in social maturity of english and telugu medium secondary school students

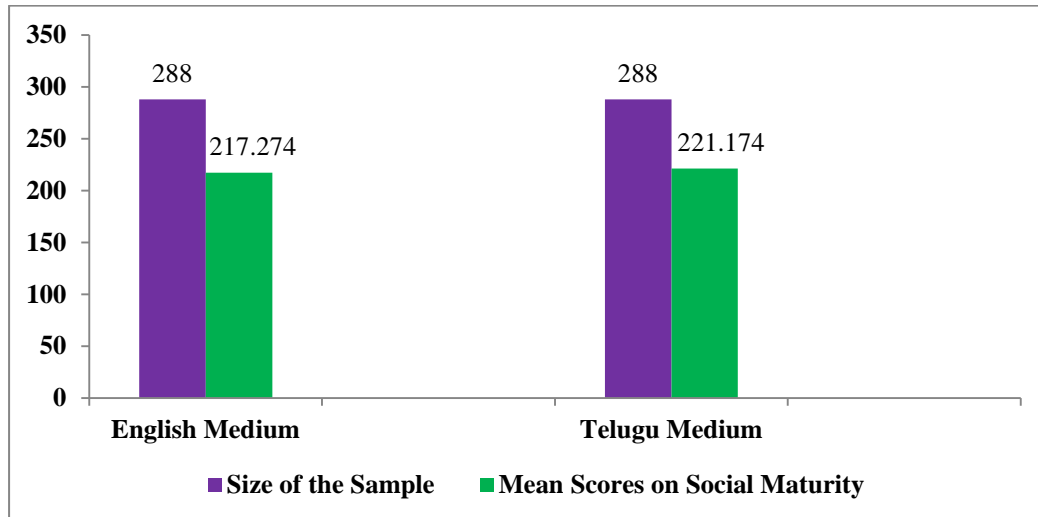
**Table -3: Significance of difference between Mean Scores of the Sample on Social Maturity according to the Medium of Study (N=576)**

Medium of Study	N	Mean Score	S.D	t-value
English Medium	288	217.274	37.4	1.215*
Telugu Medium	288	221.174	39.12	

**Note:** \*Not Significant at 0.05 level

Table-3 shows the Social maturity scores of the students in relation to the Medium of study at secondary school level. The Mean scores of English Medium and Telugu Medium students were 217.274 and 221.174 with the S.D scores of 37.4 and 39.122 respectively. A slight difference of 3.774 was observed

between the Mean Scores on social maturity of the students studied in English and Telugu Medium. It shows that the Social maturity levels are a little more among the Telugu Medium students than among the English Medium Students.



**Figure-3: Mean Scores on Social Maturity in relation to Medium of Study**

The ‘t’ value 1.215 is insignificant at 0.05 level. It shows that there is no significant difference between the Social maturity levels of English and Telugu Medium students. Hence, the null hypothesis “There is no significant difference between the English and

Telugu Medium students of secondary schools in their Social maturity” is conditionally accepted.

**Hypothesis-4:** There is no relationship between social maturity and academic achievement of secondary school students.

**Table-4: The Coefficient of Correlation between the Social Maturity and the Academic Achievement of the Secondary School Students**

Variable	N	Correlation	Significance Level
Social Maturity	576	0.556	0.05
Academic Achievement	576		

From Table-4 it is clear that correlation between Social maturity and academic achievement of secondary school students was 0.05 which was significant at 0.05 level. This indicates

that the two variables are significantly related for this group. Hence, the null hypothesis is rejected. There was significant of positive correlation between the Social maturity and



Academic Achievement of the students. Kumari (2016) identified the relationship between the Social Maturity levels and the Academic Achievement of the students.

#### Findings of the study:

1. There is no significant difference between male and female secondary school students in their social maturity.
2. There is no significant difference between rural and urban secondary school students in their Social maturity.
3. There is no significant difference between the English and Telugu Medium students of secondary schools in their Social maturity.
4. There is a positive correlation between the Social maturity and Academic Achievement of the students.

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