

## **Relationship between Social Maturity and Academic Achievement of Higher Secondary School Students**

<sup>1</sup>A.S. Arul Lawrence and <sup>2</sup>Rev. Dr. I. Jesudoss

<sup>1</sup>*Principal-in-charge, St. Joseph College of Education,  
Kadamboduvalvu, Nanguneri-627 108, India*

<sup>2</sup>*Assistant Professor of Education,  
St. Xavier's College of Education (Autonomous),  
Palayamkottai-627 002, India*

### **Introduction**

An adolescent personality is affected constructively or adversely by the impact upon his personal potentials by the people whom he is surrounded. The adolescents' interaction with the social milieu might seem to be repetitious. For this task an adolescent faces some problems which are mainly brought about by both personal and environmental factors.

A healthy adolescent with a normal physique develops self-confidence and a sense of self-respect; On the other hand, an individual suffering from illness or having poor health or any physical deformity develops a feeling of inferiority and feels differently in social adjustment. Emotional adjustability is one of the very important elements of social maturity.

Adolescents have to face the problems which are brought about by the environmental factors like school atmosphere, family atmosphere, peer group relationship and gang influence, etc. The unhealthy atmosphere of one's family, school and the poor peer group relationship cast bad influence upon the social behaviour of the adolescents.

The most marked changes in adolescence are the place of adolescents in a family and the reputation he enjoys with his parents. He will be assigned with some social responsibilities. He starts identifying himself with adults and tries to do the roles of an adult. The most marked and important development appears in his relationship with the members of opposite sex. In childhood boys play with boys and girls with girls. While in adolescence there is heterosexual trend in companionship. The adolescent boys and girls form a group based on their common interest and goals. The child's social adaptations are gradually achieved through continuously changing stages in the progress toward social maturity.

### **Meaning of Social Maturity**

Social maturity is the process of appropriate attitudes for personal, interpersonal and social adequacies of an individual which are essential for functioning effectively in the society.

Hurlock says that a socially mature individual conforms not so much because he approves of existing patterns of behaviour or because of fear of others but to realise that each individual must be willing to fit his wishes into the pattern approved by the group as a whole.

### **Significance of the Study**

Man is basically a social animal. His existence without social set up can hardly be imagined. He is born in a society, develops in a society works and progresses in a society. There are various factors behind the social maturity of an individual. Parents, family members, neighbours, peer group, society, etc. expect him to behave in the way acceptable to the society. Adolescents are expected more by the society in which they live. Social maturity increases as age increases for normal human beings. They learn to be in a group, share and care for others, respect the norms and values of the society.

The present curriculum does not have adequate scope for developing such qualities. It is only cognition-oriented. Therefore children do not know how to behave properly with their elders, family members and neighbourhood etc. The true education largely depends upon the minds of the learners with endless powers. Now-a-days academic achievement has become the main aim of education which in turn leads to higher positions with no behavioural maturity.

As adolescence is the age for an individual to express mature behavior, Education should inculcate noble human values through various activities along with the normal curriculum. The investigator is interested in knowing the relationship between social maturity and academic achievement of the higher secondary students. Both academic achievement and social maturity are equally important. In this context the present study assumes a greater significance.

### **Objectives**

- To find the significant difference between boys and girls students in their social maturity.
- To find the significant difference between urban and rural school higher secondary students in their social maturity.
- To find the significant difference between boys and girls students in their academic achievement.
- To find the significant difference between urban and rural school higher secondary students in their academic achievement.
- To find the significant relationship between social maturity and academic achievement of higher secondary students with reference to sex.

- To find the significant relationship between social maturity and academic achievement of higher secondary students with reference to urban and rural.

### **Null Hypotheses**

- There is no significant difference between boys and girls students in their social maturity.
- There is no significant difference between urban and rural school higher secondary students in their social maturity.
- There is no significant difference between boys and girls students in their academic achievement.
- There is no significant difference between urban and rural school higher secondary students in their academic achievement.
- There is no significant relationship between social maturity and academic achievement of higher secondary students with reference to sex.
- There is no significant relationship between social maturity and academic achievement of higher secondary students with reference to urban and rural.

### **Sample**

The investigator has randomly selected 320 Higher Secondary students, out of which 160 are boys and 160 are girls, studying in twelve different schools in Tirunelveli district for the present study. The sampling technique used is random sampling method.

### **Tools used**

Survey method is adopted for the study. The investigator adopted the standardised tool namely 'Social Maturity Scale' by Nalini Rao (1971). The author has established validity and reliability of the tool. The reliability of the tool was 0.79 and the validity of the Social Maturity Scale was based on the teacher rating on the attributes of Social Maturity. The tool has been adopted according to the Indian situation for the present study. The investigator has taken the standardized tool in order to measure the Social Maturity of the Higher Secondary Students. The items are to be answered by choosing Strongly Agree, Agree, Disagree, Strongly Disagree-5 point scale.

The academic achievement tool was prepared by the subject experts of the schools. The tool has undergone face and content validity by the expert teachers of the subjects. The investigator took all the subject marks and found the total marks each student has acquired. The scores of Arts group students and Science group students were taken for the study.

### **Data Collection**

The translated version of the self-designed tool was used for collecting data from the

students within duration of 45 minutes and the investigator himself administered the test in the selected schools after giving proper instructions.

### Analysis and Interpretation of Data

SPSS Programme was used for analysis of the collected data. The significance difference between the means of each pair of group is computed using Standard Deviation, 't' test and Carl Pearson's Coefficient Correlation.

#### Level of Social Maturity of Higher Secondary Students with reference to background variables

Background Variables		Low	Moderate	High
Sex	Boys	16.3	72.5	11.3
	Girls	7.5	81.9	10.6
Locality of school	Urban	14.4	73.8	11.9
	Rural	9.4	80.6	10.0

#### Level of Academic Achievement of Higher secondary students with reference to background variables

Background Variables		Low	Moderate	High
Sex	Boys	23.1	65.6	11.3
	Girls	20.0	58.1	21.9
Locality of school	Urban	21.3	64.4	14.4
	Rural	21.9	59.4	18.8

### Null Hypotheses

1. There is no significant difference between boys and girls students in their social maturity.

#### Significant difference between boys and girls students in their social maturity

Sex	N	Mean	S.D.	df	't' Value	Remark
Male	160	234.35	24.52	318	2.25	S
Female	160	240.16	21.53			

(At 5% level of significance the table value of 't' is 1.96)

From the above table, it is inferred that the calculated 't' value 2.25 is greater than the table value 1.96 at 5% level of significance. Hence the hypothesis is rejected.

2. There is no significant difference between urban and rural school higher secondary students in their social maturity.

**Significant difference between urban and rural school higher secondary students in their Social Maturity**

Locality	N	Mean	S.D.	df	't' Value	Remark
Urban	160	235.51	25.48	318	1.35	NS
Rural	160	239.01	20.64			

(At 5% level of significance the table value of 't' is 1.96)

From the above table, it is inferred that the calculated 't' value 1.35 is lesser than the table value 1.96 at 5% level of significance. Hence the hypothesis is accepted.

3. There is no significant difference between boys and girls students in their academic achievement.

**Significant difference between boys and girls students in their academic achievement**

Sex	N	Mean	S.D.	df	't' Value	Remark
Male	160	51.05	18.41	318	2.16	S
Female	160	55.84	21.20			

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value 2.16 is greater than the table value 1.96 at 5 % level of significance. Hence the hypothesis is rejected.

4. There is no significant difference between urban and rural school higher secondary students in their academic achievement.

**Significant difference between urban and rural school higher secondary students in their academic achievement**

Locality	N	Mean	S.D.	df	't' Value	Remark
Urban	160	53.21	19.37	318	0.22	NS
Rural	160	53.69	20.61			

(At 5% level of significance the table value of 't' is 1.96)

It has been inferred from the above table that the calculated 't' value 0.22 is lesser than the table value 1.96 at 5 % level of significance. Hence the hypothesis is accepted.

5. There is no significant relationship between social maturity and academic achievement of higher secondary students with reference to sex.

**Relationship between Social Maturity and Academic Achievement with reference to sex**

N	$\Sigma X$	$\Sigma Y$	$\Sigma XY$	$\Sigma X^2$	$\Sigma Y^2$	' $\gamma$ ' Value	Remarks
Boys 160	8168	37496	1910377	471222	8883386	0.053	NS
Girls 160	8935	38426	2145294	570871	9302624	0.008	NS

(At 5% level of significance the table value of ' $\gamma$ ' is 0.138)

It is inferred from the above table that the calculated ' $\gamma$ ' values (0.053, 0.008) for boys and girls are lesser than the table value 0.138 at 5% level of significance. Hence the hypothesis is accepted.

6. There is no significant relationship between social maturity and academic achievement of higher secondary students with reference to locality of school.

**Relationship between Social Maturity and Academic Achievement with reference to Locality of school**

N	$\Sigma X$	$\Sigma Y$	$\Sigma XY$	$\Sigma X^2$	$\Sigma Y^2$	' $\gamma$ ' Value	Remarks
Urban 160	8513	37681	2007768	512959	8977983	0.037	NS
Rural 160	8590	38241	2407863	529134	9208027	0.076	NS

(Table value at 5% level of significance is 0.138)

It is inferred from the above table that the calculated ' $\gamma$ ' values (0.037, 0.076) for urban and rural school students are lesser than the table value 0.138 at 5% level of significance. Hence the hypothesis is accepted.

**Findings**

- There is a significant difference between boys and girls students in their social maturity.
- There is no significant difference between urban and rural school higher secondary students in their social maturity.
- There is a significant difference between boys and girls students in their academic achievement.
- There is no significant difference between urban and rural school higher secondary students in their academic achievement.
- There is no significant relationship between social maturity and academic

achievement of higher secondary students with reference to sex.

- There is no significant relationship between social maturity and academic achievement of higher secondary students with reference to locality of school.

## **Discussion**

From the present study it is inferred that girls are found to have more Social Maturity and Academic Achievement than boys, it is proved that girls attain maturity faster than the boys. The society also demands that girls should express more mature behaviour than boys. The girls are mostly found to practise role learning which helps them to increase their academic achievement. The disparity between boys and girls in class 12<sup>th</sup> results clearly show that girls perform better than boys in academic pursuits and in the entrance exams, boys perform better than girls. No doubt, this fact strengthens the above statement.

It is found that rural students are more socially mature than urban students. The rural students are more exposed to the society than urban students. Family background of rural students also provides more socialization for the child. They derive a lot of benefits from joint family culture, good neighbourhood relations and serene and peaceful life away hectic, busy urban way of life.

From the study it was found that there is no correlation between academic achievement and social maturity among higher secondary students. It is natural that as age increases, social maturity also increases. But during their adolescence, they are confused about their role. The parents and elders usually give emphasis only on their academic side rather than the integral development of their personality. This is the period where their future is to be determined, through academic excellence. So, more thrust is given on academic performance at the cost of social exposure.

## **Conclusion**

Almost all commissions and committees favour the need for developing social maturity among the learners through curricular and co-curricular means. Indian Education Commission (1966) and National Educational Policy (1986) have highlighted the need for developing personality among adolescents as well as beyond the stage of adolescence. It is the responsibility of the teachers to organize personality development programmes to enable the learners to attain not only social maturity but also attain integrated development of personality. Moreover in public, who have high social status may be invited to share their experiences and provide necessary guidance to their learners. Competitions like debate, quiz and elocution etc. aim at developing social maturity of the learners.

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