

Role of Social Maturity in Academic Achievement of High School Students

Dr. Surjit Singh Puar

Assistant Professor, Department of Education,
Pbi. University Regional Centre, Bathinda.
surjitpuar@yahoo.co.in

Dr. Praveen Thukral

Principal, Mohan Lal Institute of Education,
Muddhal, Amritsar.
p.thukral@yahoo.com

Abstract: The present study has been designed to investigate the relationship and contribution of social maturity in the academic achievement of high school students along with other variables like general mental ability, emotional maturity and anxiety and also to see the sex & regional differences on the basis of their social maturity. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4 urban and 4 rural) of Punjab affiliated to CBSE, New Delhi. Dr Nalini Rao's Social maturity scale, Dr. Ahuja's group test of intelligence, Singh & Bhargava's Emotional maturity scale and Sharma's general anxiety scale for children, were employed to measure students' social maturity, general mental ability, emotional maturity and anxiety and the aggregate score of the selected students in the board examinations was taken to show their level of academic achievement. The results reported that Social maturity contributed the highest in the academic achievement of high school students in a given set of variables. No significant differences were observed between boys and girls as well as rural and urban students on the basis of their social maturity.

Key Words: Social Maturity, Academic Achievement, High School Students

I. Introduction

Academic achievement has great importance for both the student, and those around him/her. There can be no doubt that it is affected by two broad factors: subjective factors or individual factors and objective factors or environmental factors. The subjective factors are related to the individual himself and the objective factors pertain to the environment of the individual. Social maturity is the one of the individuals and non-cognitive factors that may affect the academic achievement of the students.

Raj, M. [13] defines social maturity is a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, social problem solving and judgment. Social maturity encompasses attainments in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility i.e. contributing the well being of society [2]. Parents and teachers must be very particular in maintaining interpersonal relationship with the young students in order to channelize their energy in right direction.

Today most of the young students do not achieve according to the expectations of the parents as well as the teachers despite of the fact being intelligent. Though there are number of studies but a little information is available to show the contribution of certain cognitive and non-cognitive variables in the academic achievement of high school students. Hence, the present investigation has been aimed at studying the role of social maturity in academic achievement of high school students and also to see the sex and regional differences on the basis of their social maturity.

II. Hypotheses

1. Significant relationship exists between the social maturity and academic achievement of high school students.
2. There is no significant difference in the social maturity of boys and girls.
3. No significant differences exist between rural and urban high school students on the basis of their social maturity.

III. Method

Normative survey method has been followed. The present study is based on correlation method where the dependent variable is academic achievement and the independent variable is social maturity, general mental ability, emotional maturity and anxiety.

IV. Sample

The sample consisted of 400 students of Xth class, selected from the different schools of Punjab state affiliated to C.B.S.E, New Delhi. Out of which 200 were boys (100 rural and 100 urban) and 200 were girls (100 rural and 100 urban). The sample was collected by using multistage random sampling technique.

V. Tools Used

In the present study Rao's Social Maturity Scale (RSMS)[17], Ahuja's Group Test of Intelligence [2], Anil Kumar's General Anxiety Scale for Children (GASC) [11] and Yashvir Singh & Bharagava's Emotional Maturity Scale [19] has been used. Marks obtained by the students in their annual C.B.S.E. Board matriculation examination has been taken as an index of their level of academic achievement.

VI. Administration

The scales were administered to the subjects in groups in the regular classroom situation. The instructions were provided in the first page of the scale booklet which is self explanatory. The answers of the subjects were recorded on the scales protocol. Scoring was done according to the instructions given in the different manuals.

In order to analyze the data, raw scores obtained on the basis social maturity, general mental ability, emotional maturity, anxiety and academic achievement were converted into T-scores. Pearson's product moment correlation, first, second and third order partial coefficients of correlation and multiple correlation techniques were used to find the correlation and contribution of social maturity in the academic achievement of high school students. t-test was applied to know the significance of the differences between the mean social maturity scores of boys and girls, rural and urban students.

VII. Results And Discussion

The value of product moment coefficient of correlation between social maturity and academic achievement was found to be of the order of $r = 0.84$ ($df=398$, $N=400$) and it is significant at .01 level of confidence depicting that there is significant and positive correlation between social maturity and academic achievement of high school students.

In order to verify these results on the basis of gender, the product moment coefficient of correlation between social maturity and the academic achievement scores of boys and girls were calculated and found to be of the order of $r = 0.81$ ($df=198$, $N=200$) and $r = 0.88$ ($df =198$ $N=200$) which are significant at .01 level.

In order to nullify the effect of other variables i.e. general mental ability, anxiety and emotional maturity, first, second and third order partial coefficients of correlation for the total sample and for boys and girls separately were computed. The values of third order partial coefficient of correlation between social maturity and academic achievement of high school students got reduced from $r = 0.84$ to $r_{15.234} = 0.795$ when the effect of general mental ability, anxiety and emotional maturity was nullified. This decrease in the value of partial coefficient of correlation between social maturity and academic achievement was less in case of boys from $r = 0.81$ to $r_{15.234} = 0.793$ as compared to that of girls from $r = 0.88$ to $r_{15.234} = 0.798$ when the effect of all the three variables was eliminated as shown in Fig 1.

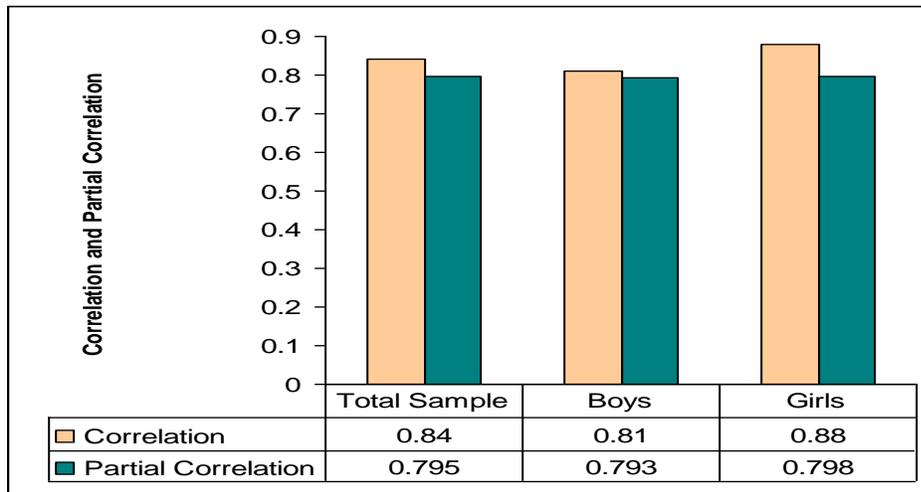


Fig. 1: Representing Correlation and Partial Correlation between Social Maturity and Academic Achievement for the total Sample, Boys and Girls

It shows that the relationship between academic achievement and social maturity has become weak which is more marked in case of girls than the boys and the total sample indicating the meaning that in case of girls general mental ability, anxiety and emotional maturity play a more significant role in explaining the relationship between social maturity and academic achievement as compared to boys and the total sample.

For knowing the contribution of social maturity in the academic achievement of high school students, multiple coefficients of correlation were computed.

Table 1: R-values for Total Sample (N=400)

Variables	R ²	R	% variance	Std. Error of the Estimate
R ² _{1.5}	0.712	0.844	71.20	5.376
R ² _{1.52}	0.730	0.854	73.00	5.212
R ² _{1.524}	0.736	0.858	73.60	5.162
R ² _{1.5243}	0.736	0.858	73.60	5.164

1-Academic achievement

2-General mental ability 3-Anxiety

4-Emotional maturity

5-Social maturity

Social maturity contributes 71.20 percent in the academic achievement of high school students (Table 1).

Table 2: R-values for Boys (N=200)

Variables	R ²	R	% variance	Std. Error of the Estimate
R ² _{1.5}	0.656	0.810	65.60	5.986
R ² _{1.52}	0.685	0.828	68.50	5.747
R ² _{1.524}	0.698	0.835	69.80	5.642
R ² _{1.5243}	0.701	0.837	70.10	5.629

1-Academic achievement 2-General mental ability 3-Anxiety
 4-Emotional maturity 5-Social maturity

Table 3: R-values for Girls (N=200)

Variables	R ²	R	% variance	Std. Error of the Estimate
R ² _{1.5}	0.779	0.883	77.90	4.574
R ² _{1.52}	0.788	0.888	78.80	4.486
R ² _{1.524}	0.788	0.888	78.80	4.497
R ² _{1.5243}	0.791	0.889	79.10	4.485

1-Academic achievement 2-General mental ability 3-Anxiety
 4-Emotional maturity 5-Social maturity

The contribution is 64.20 percent in case of boys (Table 2) and 77.90 percent in case of girls (Table 3). It clearly indicates that social maturity contributes more in the academic achievement of girls than boys. The highest value of variance accounted for social maturity shows that social maturity plays a significant and positive role in the academic achievement of high school students. High value of correlation between social maturity and academic achievement indicates that there is much association in these two variables.

Thus the maturity develops not only in physical, mental and emotional behaviour but also in social behaviour. His range of social activities is interwoven with other features of his growth. Moreover, if a student is quite efficient, intelligent and successful at his work and participate in co-curricular activities may give his true contribution in the welfare of the society and in his way become more socially mature. The above findings are supported by the studies done by Sabapathy [18], Asthana [3] who reported social maturity to be significantly related to academic achievement whereas Aggarwal [1] found no relationship between the two variables.

Table 4: Showing the results of t-test for the variable of Social Maturity

Sr. No.	Variables	Group	Mean	SD	df	t-values
1	Social maturity	Boys	49.623	9.788	398	.754 NS*
		Girls	50.377	10.219		
2	Social maturity	Rural	49.416	8.933	398	1.168 NS*
		Urban	50.584	10.955		

NS*- Not significant

The result of t-test of significance of the means applied to each group indicate that neither boys and girls nor rural and urban high school students differ significantly in their social maturity scores as the values of t-test applied are found to be non-significant (Table 4).

After comparing their means, it is found that mean social maturity score of girls is higher than those of boys. It means although there is no significant difference in social maturity of boys and girls yet the level

of social maturity in case of girls is higher as compared to their counterparts. High social maturity in girls may be due to the fact that girls are more mature than boys of the same age group and our society set up is like that gender role socialization practices differ for boys and girls such as girls are submissive, nurturing, sensitive, expressive and acts as more matured adults whereas boys are expected to be active and aggressive. The results of the study resemble with the findings of the study conducted by Diwan [5] and Kalyanidevi & Prithima [9] in which they found that students of both the sexes are just equal in their social maturity.

The high social maturity of urban students may be due the fact that in urban setting, environment is calm, congenial; there is more feeling of oneness, students by nature are cooperative, extroverts, more expressive and there are more opportunities of being together. All these above factors make difference in social maturity of high school students of rural urban areas. The above results are not in agreement with the findings of Rao [17] who reported children of private schools scored more on social maturity than children from government/corporate schools.

VIII. Conclusions

1. Social maturity contributed the highest in the academic achievement of high school students in a given set of variables. Moreover, the total variance accounted for the variable of social maturity in case of boys is less than those of girls and the total sample.
2. The reduced values of partial coefficients of correlation between social maturity and academic achievement indicate the weakness in relationship between social maturity and academic achievement which is more marked in case of girls than the boys and the total sample.
3. Boys and girls as well as rural and urban high school students do not differ significantly in their social maturity.

Educational Implications

1. One thing that emerges from this study is that the social maturity factor of the learner needs special attention in our institutions. The curriculum contents be enriched or adjusted in such a way as to provide maximum training for the social maturity of the learners so that improvement can be brought out in the sphere of academic achievement and Education.
2. The study has implication for teachers, principals and administrators as well. Social maturity should be given adequate weightage for the admission in different professional courses.
3. Parents, teachers and principals must be very particular in maintaining inter-personal relationship with the adolescents in order to channelize their energy in right direction. They should help the students in making them more socially mature by way of giving affection, security, counseling and freedom of decision making in order to enhance the academic achievement, and social and emotional adjustment in the society.

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