

Social Maturity Of Higher Secondary Students In Relation To Their School Adjustment And Academic Performance

Parna Priti Bora
Research Scholar
Gauhati University

Prof Polee Saikia
Department of Education
Gauhati University

Abstract-

Social Maturity means inculcating desired social qualities by a person and imbibing them into habits which makes them socially matured Individual. School Adjustment is a continuous process, which produces a harmonious relationship between the child with his school environment. On the other hand, Academic Performance can be defined as excellence in all kinds of academic as well as extra-curricular activities. The present study aims to see the relationship between Social Maturity, School Adjustment and Academic Performance of Higher Secondary School Students. Researchers has taken 200 higher secondary school students from the 5 provincialised H.S. schools of Kamrup (Rural) District. Study indicates that Rural Girls are slightly more matured than boys. And it also reveals that Social Maturity has no relationship with School Adjustment and Academic Performance of Higher Secondary Students.

Keywords- Social Maturity, School Adjustment, Academic Performance, Higher Secondary students

INTRODUCTION:

Adolescence is the most important period of human life which starts at the age of 13 years and continues upto 18-19 years of age. During this period the establishment of the childhood goes away and a revolutionary process of change starts.

The growth and development reaches to its highest peak in adolescence period. A.T. Jersild has defined, “Adolescence is that span of years which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.”

During these periods, rapid and important physical and mental development occurs. These give rise to the need for the mental adjustment and the necessity for establishing new attitudes, values and interests. And this period is also marked by social development. Their emotional behaviour dominates the social characteristics of adolescents. They become highly sensitive, idealist and social reformer as well. Thus the main aim of social development is to gain social maturity. Therefore while the child passes through various stages from his very birth strives to attain it.

Social Maturity: social development occupies a very important place in the overall process of growth and development of individual. And the Adolescence is the period of the social development. The main aim of social development is to gain social maturity. As Mrs. Hurlock stated that Social development means the attaining of maturity in social relationships. Socially mature individual are friendly in nature, likes to mix up with the people and possesses the ability for sharing and shouldering the social responsibilities.

At first, the child is self-centred and egoistic in nature, gradually he develops social behaviour and confirms to the norms, mores, social codes, and ethics of the society. The members of the society who come in contact with the person have expectations of a specific behaviour from the person on the basis of accepted truth and norms of desirable behaviour. He can make himself adjusted easily to varying needs of the society.

School Adjustment: Adjustment is the interaction between a person and his environment each making demand on the other. In every stages of human life adjustment is a major concern but it becomes significantly critical at the stage of adolescence. Adjustment is a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behaviour confirms to the requirement of a given culture. School Adjustment indicates that when the child is adjusted with the total school environment including (school building, discipline, method of teaching, head of the institution, class mate, etc.) then it can be regarded as adolescent boy or girl confirms with the norms of school setting.

Academic Performance:

Academic performance of the students means that the measurement of student performance or achievement which are conducted through various examinations. It is the assessment of knowledge, understanding, and skills of the students. Generally such type of evaluation is done at end of an educational endeavour. Thus, it is the measurement of student's achievement towards various academic subjects. In school level, teacher evaluate the students through various test, examinations, activities, etc. and in class X and XII it is assessed by different board like CBSE, (SEBA, AHSEC) in Assam state, etc. through these evaluation, and students can be categorised according to their level of performance.

SIGNIFICANCE OF THE STUDY:

Children are by nature, socially immature, self-centred, etc. It is the society which helps the children to become more responsible and mature adults. Socially mature Individuals are always ready to sacrifice their interest for the greater cause of groups, society and nation. It has been observed that when the child is socially mature, they can easily adjust with the school situation which helps them to excel in the academic field as well. The present study will help to understand the link between the social maturity and school adjustment, academic performance. Through this study it will also help the investigator to analyse relation of social maturity with the school adjustment and Academic Performance of the adolescents(i.e. Higher Secondary Students) and thereby it can be categorised which will help the teacher,

Evaluator and parents to deal effectively with the adolescent and help to become more mature individual.

STATEMENT OF THE PROBLEM:

In higher secondary level, social maturity among the students is very important which help him or her in the adjustment process as well as it also helps them to excel in the academic field. It has been observed that very less study has been done in this area, especially in the state of Assam. In this context, the investigator has felt for doing this study and it is entitled as ***“Social Maturity of Higher Secondary students in relation School Adjustment and Academic Performance”***

OBJECTIVES OF THE STUDY:

1. To study the Social Maturity of the higher Secondary school students.
2. To find out the difference between the boys and girls in relation to Social Maturity.
3. To study the School Adjustment of the higher Secondary school students.
4. To find out the difference between the boys and girls in relation to School Adjustment.
5. To study the Academic performance of the higher Secondary school students.
6. To find out the difference between the boys and girls in relation to Academic Performance.
7. To find out the relation between Social Maturity and School Adjustment of higher secondary school students.
8. To find out the relation between Social Maturity and Academic Performance of higher secondary school students.

HYPOTHESES:

H₀₁ There exists no significant differences in between boys and girls in relation to Social Maturity.

H₀₂ There exists no significant differences between boys and girls of higher secondary students in relation to School Adjustment.

H₀₃ There exists no significant differences between boys and girls of higher secondary students in relation to Academic Performance.

H₀₄ There exists no relation between Social Maturity and School Adjustment of higher secondary school students.

H₀₅ There exists no relation between Social Maturity and Academic Performance of higher secondary school students.

DELIMITATION OF THE STUDY:

The present study has been delimited as follows:

1. For the present study only Kamrup(Rural) district, Assam, India has been considered as study area.
2. The study has been delimited to only Government Provincialized Higher Secondary schools of Rural, Kamrup, Assam, India.

METHODOLOGY:

The study has been conducted through Descriptive Survey method of Research.

Population and Sample:

All the senior secondary students studying in class xii of the Government Provincialised Higher Secondary Schools of Kamrup Rural District. In the present study, a sample of 200 (100 male and 100 female) senior secondary school students which were selected through simple random sampling technique.

Sources of data:

For this study both primary and secondary sources of data have been used. The responses of the Higher Secondary students has been collected through primary sources and secondary data has been collected from various books, journals, reports which are related to the area of study.

Tools for data collection:

The following tools have been selected for the study:

1. Social maturity scale by Nalini Rao
2. High school adjustment inventory by A.K. Singh and A. Sen Gupta
3. Students' annual examination Marks/ Percentage (Academic Performance)

ANALYSIS AND INTERPRETATION OF DATA

Objective 1: To study the Social Maturity of the higher Secondary school students.

Table 1

LEVELS OF SOCIAL MATURITY	B- HIGH	C- ABOVE AVG	D-AVG	G-VERY LOW	TOTAL
SOCIAL MATURITY OF KAMRUP RURAL BOYS	6	61	21	12	100
PERCENTAGE	6%	61%	21%	12%	
SOCIAL MATURITY OF KAMRUP RURAL GIRLS	10	67	18	5	100
PERCENTAGE	10%	67%	18%	5%	

According to the table 1, it has been found that levels of Social Maturity among the boys and girls has been grouped into high, above average, very low level maturity. It has been observed that only 6 % of boys are on high level maturity. On the other hand only 10% girls are under the category of high level maturity. Majority of the students are in the category of above maturity level i.e 61% and 67% in both boys and girls respectively. And on the very low level maturity only 12% boys and 5% girls are in this category.

Graphical Representation-

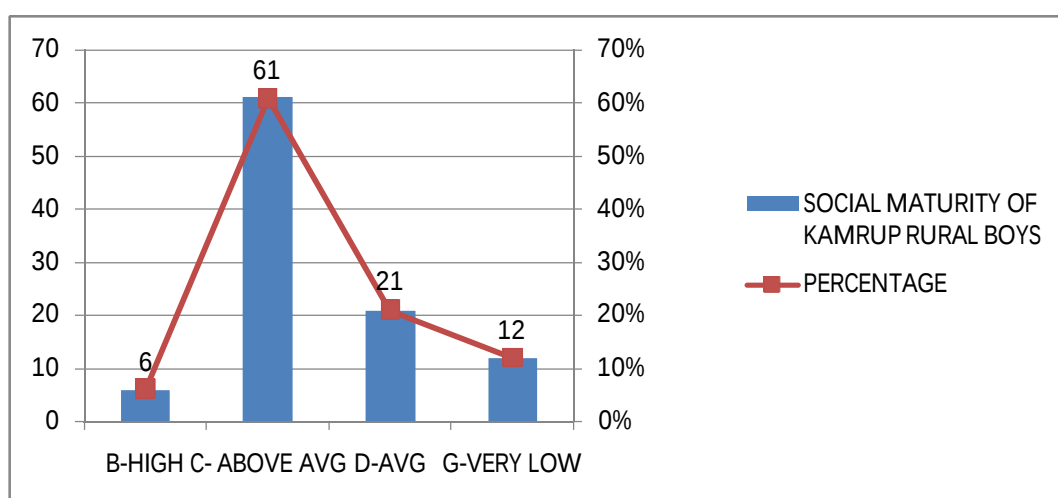


Fig 1.1- Graphical representation of Social Maturity of Kamrup Rural Boys

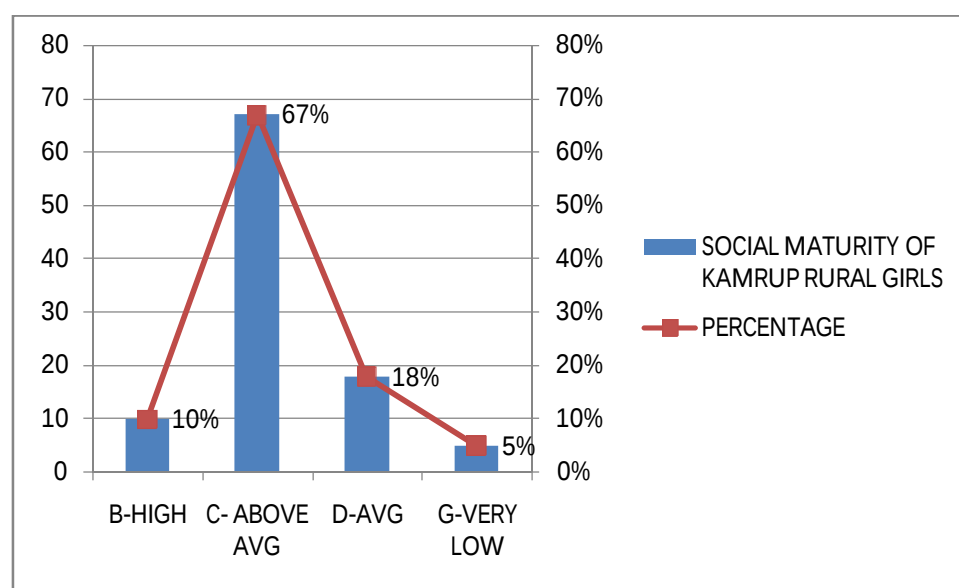


Fig 1.2 –Graphical representation of Social Maturity Kamrup Girls

Objective 2: To find out the significant difference between the boys and girls in relation to Social Maturity.

H₀₁ There exists no significant differences between boys and girls of higher secondary students in relation to Social Maturity.

Table 2

VARIABLE	POPULATION	N	MEAN	SD	df	T VALUE	Critical Value	Remarks
Social Maturity	Kamrup Rural Boys	100	242.05	41.22	198	0.08	1.98	Not Significant
	Kamrup Rural Girls	100	246.17	36.08				

From the table 2, it has been found that mean and standard deviation of Kamrup Rural boys are 242.05 and 41.22 and rural girls are 246.17 and 29.6 respectively. The t values of social maturity (boys and girls) are 0.08. So our null hypothesis can be accepted. The obtained t value is 0.08 less than the critical value 1.98 at 0.05 level of significance. It indicates there are no significant differences in Social Maturity between rural boys and girls students.

Objective 3: To study the School Adjustment of the higher Secondary school students.

Table 3

SCHOOL ADJUSTMENT	A- EXCELLENT	B- GOOD	C- AVG	D- UNSATIDFACTORY	TOTAL
KAMRUP RURAL BOYS	4	81	15	0	100
PERCENTAGE	4%	81%	15%		
KAMRUP RURAL GIRLS	6	49	38	7	100
PERCENTAGE	6%	49%	38%	7%	

The classification of School Adjustment has been categorised into 4 groups' i.e. A, B, C and D. A stands for Excellent, B stands for Good, C stands for Average and D stands for unsatisfactory. According to table 3, it has been found that majority of girls and boys' students have a good adjustment. And 4% boys and 6 % girls are in the A category of School Adjustment.

Fig 2.1 School Adjustment of Kamrup Rural Boys

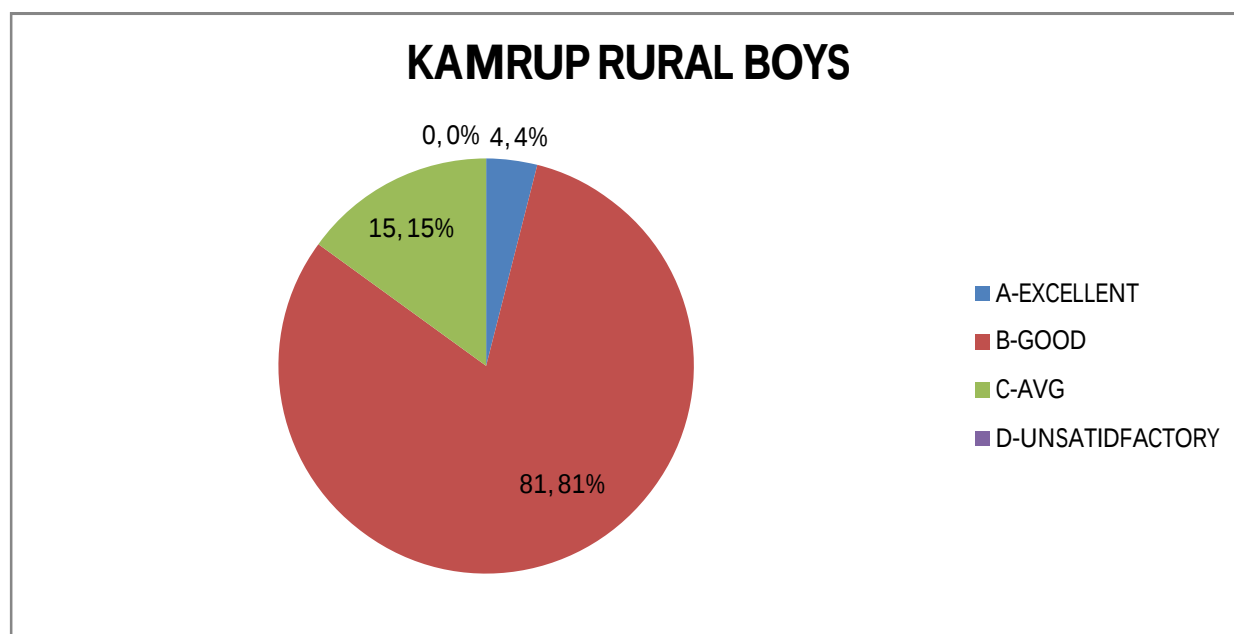
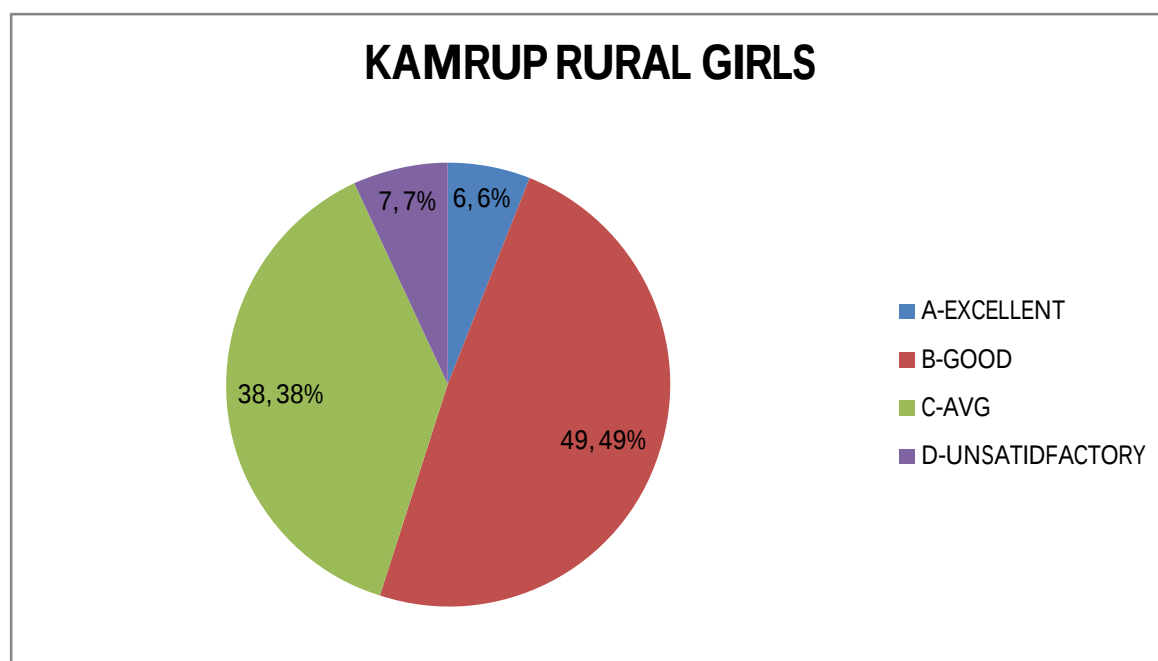


Fig 2.2 School Adjustment of Kamrup Rural Girls



Objective 4: To find out the difference between the boys and girls in relation to School Adjustment.

H₀₂ There exist no significant differences between the boys and girls of higher Secondary students in relation to School Adjustment.

Table 4

POPULATION	N	MEAN	SD	df	T VALUE	Critical Value	Remarks
Kamrup Rural Boys	100	10.76	4.07	198	0.001	1.98	not significant
Kamrup Rural Girls	100	12.94	5.15				

Interpretation

It is inferred from the above table 4 that Mean and S.D of boys and girls are 10.76,12.94 and 4.07, 5.15 respectively. The obtained t –value is less than the critical value at 0.05 level. Therefore Null Hypothesis has been accepted. Hence there are no significant difference in School Adjustment in boys and girls in higher secondary students.

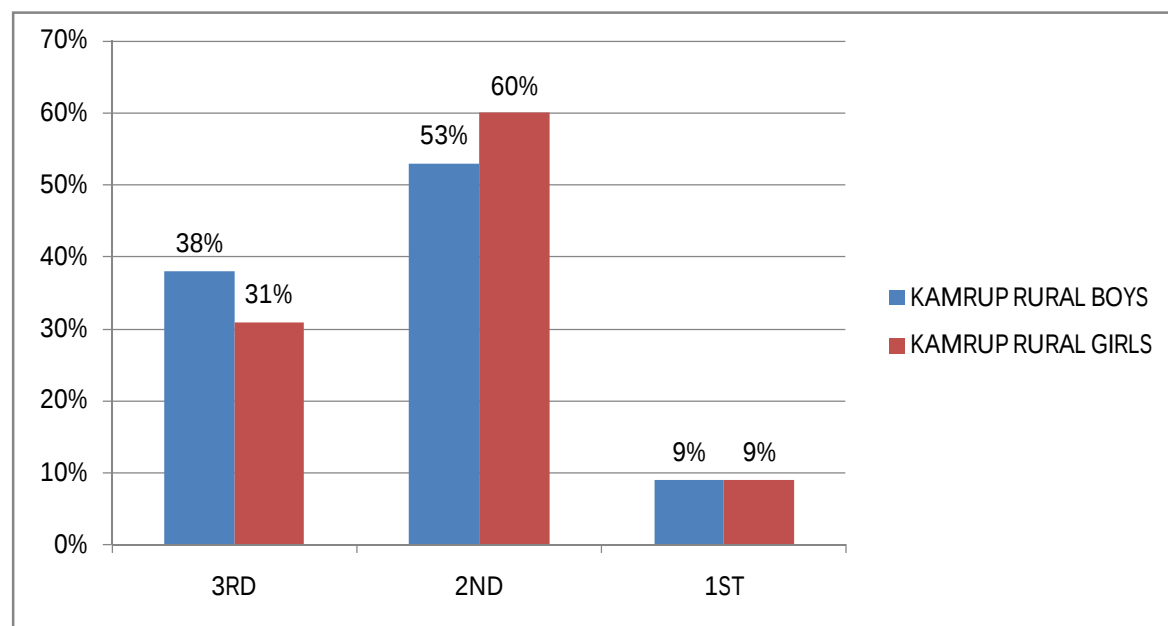
Objective 5: To study the Academic performance of the higher Secondary school students.

Table 5

DIVISION	3 RD	2 ND	1 ST	TOTAL STUDENTS
KAMRUP RURAL BOYS	38%	53%	9%	100
KAMRUP RURAL GIRLS	31%	60%	9%	100

From the above table it is evident that majority of the students in both boys and girls falls under the 2nd division. 38% & 31% of students falls under 3rd division in Kamrup rural district. And only 9% students scores 1st division. It has been found that more than 50% of students are mediocore level in academic performance.

Fig 3.1 Graphical representation of percentage of students



Objective 6: To find out the difference between the boys and girls in relation to Academic Performance

H_{03} There exists no significant differences between the boys and girls of higher secondary students in relation to Academic Performance.

Table 6

POPULATION	N	MEAN	SD	df	T VALUE	Critical Value	Remarks
Kamrup Rural Boys	100	48	0.08	198	0.4	1.98	Not Significant
Kamrup Rural Girls	100	49	0.08				

According to the table 6, that Mean and S.D of boys and girls are 48, 0.08 and 49, 0.08 respectively. The obtained t –value 0.4 is less than the critical value at 0.05 levels. Therefore Null Hypothesis has been accepted. Hence there are no significant difference in academic performance in boys and girls in higher secondary students.

Objective 7: To find out the relation between Social Maturity and School Adjustment of higher secondary school students.

H_{04} There exists no relation between Social Maturity and School Adjustment of higher secondary school students.

Table 7

VARIABLES	N	MEAN	SD	df	Pearson Correlation	Significance	Remarks
Social Maturity	200	234.98	36.08	198	-0.11	0.101938	Not Significant
School Adjustment	200	11.85	4.76				

Interpretation-

It is inferred from the above table that the calculated 'r' value is (-0.11) for Social Maturity and School Adjustment. It has been observed that calculated value (-0.11) is smaller than the table value (0.101938) at 5% level of significance. Hence the null hypothesis is accepted. There exists no relationship between Social Maturity and School Adjustment of higher secondary school students.

Objective 8: To find out the relation between Social Maturity and Academic Performance of higher secondary school students.

H₀₅ There exists no relation between Social Maturity and Academic Performance of higher secondary school students.

Table 8

VARIABLES	N	MEAN	SD	df	Pearson Correlation	Significance	Remarks
Social Maturity	200	234.98	36.08	198	0.037	0.600087	Not Significant
ACADEMIC PERFORMANCE	200	49	0.08				

Interpretation

According to the Table 8, that calculated 'r' value is (0.037) for Social Maturity and Academic Performance of the students. It has been observed that calculated value (0.037) is smaller than the table value at 5% level of significance. Hence the null hypothesis is accepted. Thus it can be said that there exists no relation between Social Maturity and Academic Performance of higher secondary school students.

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation, the major findings of the study are as follows-

Based on 1st objective

The investigator found that distribution of students according to the level of maturity. it has been found that majority of the students i.e. both boys and girls are under the category of high level maturity. But girls students are slightly more maturity than the boys as it is evident from the above table 1, that 12% of boys are under the category of very low level maturity whereas 5 % of girls are under the category of very low level maturity.

Based on 2nd objective:

From the study, it has been found that the obtained t value is 0.08 less than the critical value 1.98 at 0.05 level of significance. It indicates there are no significant differences in Social Maturity between rural boys and girls students.

Based on 3rd objective:

It has been found that most of the boys i.e 81% have good adjustment, 4% have Excellent adjustment and 15% have average adjustment. Again in case of girl counterpart 6% have excellent adjustment, 49% have good adjustment and 38% have average adjustment. Thus it has been found that adolescent boys and girls have good adjustment.

Based on 4th objective:

From the study that It has been found that Mean and S.D of boys and girls are 10.76,12.94 and 4.07, 5.15 respectively. The obtained t –value is less than the critical value at 0.05 level. Therefore Null Hypothesis has been accepted. Thus, there are no significant difference in School Adjustment in boys and girls in higher secondary students.

Based on 5th objective:

It has been found that majority of the boys and girls are under the category of 2nd division. And very few students are in the category of 1st division.

Based on 6th objective:

Thus from the study it has been found that obtained t –value 0.4 is less than the critical value at 0.05 level. There are no significant difference in academic performance in boys and girls in higher secondary students.

Based on 7th objective:

It has been found that calculated value is lesser than the table value at 5 % level of significance. Therefore Null hypothesis is accepted. There exists no relation between Social Maturity and School Adjustment of higher secondary school students.

Based on 8th objective:

From the study it has been found that calculated value (0.037) is smaller than the table value. Hence null hypothesis is accepted

DISCUSSION

The study stated that girls are found to be slightly more mature than boys. But in case of School Adjustment, Boys are more adjusted in school situation in compare to job. And both boys and girls perform nearly same in the last examination appeared. And the study inferred that Social Maturity and Academic Performance are positively related. There are few other studies where researchers obtained similar results. Jyotsana K Shah and Bhawna Sharma (2012) indicated that it had significant relationship between Social maturity and School Adjustment. Singh and Thukral (2010) on Social Maturity and Academic Achievement of High School students stated that it had a significant relationship between Social Maturity and Academic Achievement of High School Students. A study conducted by A.S. Arul Lawrence and Rev. I. Jeudoss (2011) also concluded that girls were found to have more Social Maturity and Academic Achievement than boys. Dr. Dinesh Kumar and Ms Ritu stated there had a positive relationship between Social Maturity and Personality of senior secondary school students.

As Adolescence period is the most important stage in human. So utmost care should be taken for wholesome development of integrated personality. Teachers, parents as well as elders of the society should develop all important aspect of development including social qualities. As when the child is socially mature, tend to be more adjusted with school situations and equally they perform well in academic pursuit.

CONCLUSION

As we know that Higher Secondary students falls under the Adolescence period. At this stage, adolescent faces many problems as the child as the child is being transformed into adult, by physically, mentally, morally, emotionally, culturally and socially. The Adolescent also faces many problems of social adjustment. But once the child is socially matured, it will help them to adjust and solve their behaviour problem. Therefore, School Programme and Committee must be geared up to develop Social Maturity in adolescent boy and girl. Socially matured Individual helps them to establish good interpersonal relationship with the family, teachers, neighbours, etc. as students are the pillar of our nation, therefore they should develop all kinds of qualities. And Education is the only medium through which desirable changes among the students.

References:

1. Barua, Jatin (2013) Psychological Foundations of Education, Chandra Prakash, Guwahati
2. Chauhan, S.S. (2001) Advanced Educational Psychology, Vikas Publication House Pvt. Ltd., New Delhi
3. Kothari C.R (2007), Research Methodology-Methods and Techniques, New Age International Pvt. Ltd., New Delhi.
4. Koul, L (1997) : Methodology of Educational Research, Vikas Publishing House, Noida, New Delhi, 4th Edition
5. Mangal, S.K. Educational Psychology, Tandon Publications, Ludhiana
6. Mangal, S.K. Statistics in Psychology and Education (2012), Asoke K. Ghosh, PHI Learning Private Limited, Delhi
7. Mathur, S.S. (2004) Social Psychology, Agra-2
8. Sidhu, Kulbir Singh (1998) Methodology of research in Education, Sterling Publication, Pvt. Ltd. New Delhi.
9. Saha Kaberi (2012) Statistics in Education and Psychology, Asian Books Private Limited, New Delhi.