

SOCIAL MATURITY AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS

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Abstract

This study was aimed to find out the Social Maturity and Academic achievement of college students, which was conducted in the Cuddalore District in TamilNadu, India. Two Arts & Science Colleges and Two Engineering Colleges were selected for pilot study and five Arts & Science Colleges and four Engineering Colleges were selected for the final study. 804 college students were the sample for this study. Findings of this study shows that the level of College Students' Social Maturity of entire sample is Moderate and having high level of Academic Achievement.

Key words: Social Maturity, Academic Achievement, College Students

Introduction

Man is a social creature, and his life would be difficult to comprehend without it. Parents, family members, neighbours, peer groups, the community, and others want him to learn how to interact in a socially acceptable manner with them. Adolescence is a time of development during which a person encounters a wide range of social challenges. These challenges arise as a result of changes in teenage social groups. When a child reaches the age of adolescence, the social group expects him to mature socially by forming more mature relationships with his peers, demonstrating socially responsible behaviour, developing analytical skills and principles necessary for civil competence, and achieving a more independent state. As a result, social maturity allows for a more thorough grasp of the social world, which helps the teenager influence social situations and create social patterns of behaviour. If a young child is socially immature, he can be welcomed, but not an adolescent. Because an immature teenager causes problems in his family, peer group, and society, it is vital for him to develop a more adult pattern of conduct in order to be accepted by society and socially mature.

Academic Achievement and Social Maturity

School takes up more of an adolescent's waking hours than any other activity (Eccles & Roeser, 2011). Academic accomplishment during adolescence is influenced by interpersonal (e.g., parental participation in teenagers' education), intrapersonal (e.g., intrinsic motivation), and structural (e.g., school quality) factors. Academic accomplishment is important not only as a marker of positive teenage transition, but also because it paves the way for future educational and employment opportunities. The most serious consequence of school failure, particularly dropping out, is a substantial risk of adult unemployment or underemployment. Academic success will pave the road for future college or vocational education and opportunities.

Academic achievement is critical for both the learner and those who surround him or her. It cannot be denied that two types of elements influence it: subjective or human factors and objective or environmental aspects. Subjective factors are related to the individual, whereas objective variables are related to the

individual's environment. Social maturity is one of the individuals and non-cognitive aspects that can influence a student's academic achievement.

Objectives

The following are the objectives for the present study:

1. To find out the College Students' level of Social Maturity and Academic Achievement.
2. To find out whether there is any significant difference in the College Students' level of Social Maturity and Academic Achievement with respect to the sub samples.
 - a) Gender (Male /Female)
 - b) Locality (Urban /Rural)
 - c) Type of Residence (Days scholar/Hosteller)
 - d) Family type (Nuclear / Joint family)
4. To find out whether there is any significant relationship between dependent variable and independent variable.

Hypotheses

Suitable Null hypotheses were framed for the objectives.

Method of Study

For the present study, Normative survey method has been adopted. The present investigation was conducted in the area of Cuddalore District of Tamil Nadu, India. Random sampling technique was used in the selection of the sample of 804 Arts, Science and Engineering College Students.

Variables of the study - Dependant variable

In the present study all the Social Maturity of College students has been taken dependent variable.

Independent variables

Social media utilization of college students were taken as the independent variables for this study.

Tools used for this study

The following are the tools used in the present investigation

1. "Social Maturity Scale" constructed and validated by the Investigator.
2. For Academic Achievement the average of the marks obtained in their University examinations were taken.

Descriptive analysis of College Students' Social Maturity Scores

The Social Maturity scale has been administered to 804 College students. The data were collected from them. The mean and Standard Deviation were calculated for the entire sample and its sub-sample and are given in Table No. 1.

Table No. 1**The Mean and Standard Deviation of College students' Social Maturity Scores**

Demographic Variables	Sub sample	N	Mean	SD
Gender	Male	284	94.81	23.250
	Female	520	100.92	24.342
Locality	Rural	536	98.81	23.787
	Urban	268	98.66	24.832
Type of Residence	Day scholar	594	100.08	22.659
	Hostel stayed	210	95.02	27.575
Family Type	Joint	564	100.57	23.903
	Nuclear	240	94.50	24.158
Entire Sample		804	98.76	24.125

The level of College Students' Social Maturity of entire sample is Moderate (M=98.76).

The mean value for the sub sample of gender of College students indicates that female students (M=100.92) are having higher level of Social Maturity than male (M=94.81) College students.

The mean value for the sub sample of locality of College students indicates that rural (M=98.81) students are having higher level of Social Maturity than urban (M=98.66) College students.

The mean value for the sub sample of type of residence of College students indicates that day scholar (M=100.08) students are having higher level of Social Maturity than hostel stayed (M=95.02) College students.

The mean value for the sub sample of family type of College students indicates that joint family (M=100.57) students are having higher level of Social Maturity than nuclear family (M=94.50) College students.

Descriptive Analysis of College Students' Academic Achievement Scores

The Academic Achievement score has been taken from the percentage of marks secured by the 804 College students in their First year (2nd Semester for Semester Pattern) Public Examinations. The data were collected from the students. The Mean and Standard Deviation were calculated for the entire sample and its sub-sample and are given in Table No. 2.

Table No. 2**The Mean and Standard Deviation of College Students' Academic Achievement Scores**

Demographic Variables	Sub sample	N	Mean	SD
Gender	Male	284	67.74	9.546
	Female	520	68.01	10.634
Locality	Rural	536	67.33	10.305
	Urban	268	69.10	10.076
Type of Residence	Day scholar	594	68.68	10.380
	Hostel stayed	210	65.76	9.602
Family Type	Joint	564	68.74	10.042
	Nuclear	240	65.98	10.516
Total Sample		804	67.92	10.257

The entire sample of College students are having high (M=67.962) level of Academic Achievement.

The mean value for the sub sample of gender of College students indicates that female students (M=68.01) are having higher level of Academic Achievement than male (M=67.74) students.

The mean value for the sub sample of locality of College students indicates that urban (M=69.10) students are having higher level of Academic Achievement than rural (M=67.33) students.

The mean value for the sub sample of type of residence of College students indicates that day scholar (M=68.68) students are having higher level of Academic Achievement than hostel stayed (M=65.76) students.

The mean value for the sub sample of family type of College students indicates that joint family (M=68.74) students are having higher level of Academic Achievement than nuclear family (M=65.98) students.

Differential Analysis- Social Maturity of college students

Null Hypothesis

There is no significant difference between male and female College students with respect to their Social Maturity.

In order to test the above null hypothesis 't' value is calculated

Table No. 3

The significance of difference between Male and Female college students with respect to their Social Maturity

Gender	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Male	284	94.81	23.250	3.500	Significant
Female	520	100.92	24.342		

It is found from the Table No. 3, that the calculated 't' value (3.70) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between male and female College students with respect to their Social Maturity.

Null Hypothesis

There is no significant difference between rural and urban College students with respect to their Social Maturity.

In order to test the above null hypothesis 't' value is calculated

Table No. 4

The significance of difference between Rural and Urban college students with respect to their Social Maturity

Locality	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Rural	536	98.81	23.787	0.080	Not Significant
Urban	268	98.66	24.832		

It is found from the Table No. 4, that the calculated 't' value (0.19) is lesser than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban College students with respect to their Social Maturity.

Null Hypothesis

There is no significant difference between day scholar and hostel stayed College students with respect to their Social Maturity.

In order to test the above null hypothesis 't' value is calculated.

Table No. 5

The significance of difference between Day scholar and Hostel stayed college students with respect to their Social Maturity

Type of Residence	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Day scholar	594	100.08	22.659	2.390	Significant
Hostel stayed	210	95.02	27.575		

It is found from the Table No.5, that the calculated 't' value (2.390) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between day scholar and hostel stayed College students with respect to their Social Maturity.

Null Hypothesis

There is no significant difference between joint and nuclear family College students with respect to their Social Maturity.

In order to test the above null hypothesis 't' value is calculated

Table No. 6

The significance of difference between Joint and Nuclear family college students with respect to their Social Maturity

Family Type	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Joint	564	100.57	23.903	3.271	Significant
Nuclear	240	94.50	24.158		

It is found from the Table No. 6, that the calculated 't' value (3.271) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between joint and nuclear family College students with respect to their Social Maturity.

Differential analysis - college students' Academic achievement

Null Hypothesis:

There is no significant difference between male and female College students with respect to their Academic Achievement.

In order to test the above null hypothesis 't' value is calculated.

Table No. 7

The significance of difference between Male and Female college students with respect to their Academic Achievement

Gender	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Male	284	67.74	9.546	0.369	Not Significant
Female	520	68.01	10.634		

It is found from the Table No.7, that the calculated 't' value (0.369) is lesser than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference between male and female College students with respect to their Academic Achievement.

Null Hypothesis

There is no significant difference between rural and urban College students with respect to their Academic Achievement.

In order to test the above null hypothesis 't' value is calculated.

Table No. 8

The significance of difference between Rural and Urban college students with respect to their Academic Achievement

Locality	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Rural	536	67.33	10.305	2.328	Significant
Urban	268	69.10	10.076		

It is found from the Table No.8, that the calculated 't' value (2.328) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between rural and urban College students with respect to their Academic Achievement.

Null Hypothesis

There is no significant difference between day scholar and hostel stayed College students with respect to their Academic Achievement.

In order to test the above null hypothesis 't' value is calculated.

Table No. 9

The significance of difference between Day scholar and Hostel stayed College Students with respect to their Academic Achievement

Type of Residence	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Day scholar	594	68.68	10.380	3.713	Significant
Hostel stayed	210	65.76	9.602		

It is found from the Table No.9, that the calculated 't' value (3.713) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is significant difference between day scholar and hostel stayed College students with respect to their Academic Achievement.

Null Hypothesis:

There is no significant difference between joint and nuclear family College students with respect to their Academic Achievement.

In order to test the above null hypothesis 't' value is calculated.

Table No. 10

The significance of difference between Joint and Nuclear Family college students with respect to their Academic Achievement

Family Type	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Joint	240	65.98	10.516	3.456	Significant
Nuclear	564	68.74	10.042		

It is found from the Table No.10, that the calculated 't' value (3.456) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between joint and nuclear family College students with respect to their Academic Achievement.

Correlation Analysis

Null Hypothesis

There is no significant relationship exists between dependent variable and independent variable.

In order to realize one of the objectives of the present study, it has been decided to find out the Correlation between the College Students' Social Maturity and their Academic Achievement scores by using Pearson's product moment formula. The correlation was computed and the values are given in Table No.4.37

Table No. 11

Correlation between the College Social Maturity and their Academic Achievement,

Dependent Variable	Independent Variables	'r' vale	Significance at 0.05 level
Social Maturity	Academic Achievement	-0.049	Not Significant

It is found from the Table No.11, that the calculated r-value is not significant and negative between the pairs of variables, College Students' Social Maturity and Academic Achievement, Hence the null hypothesis is accepted and it is concluded that there is no significant relationship exists between College Students' Social Maturity & Academic Achievement.

Conclusion

The study conducted on College Students have yielded results which may provide clarification for the Curriculum frame worker and Policy makers to think over the Social Maturity more elaborately. This study shows that the level of College Students' Social Maturity is moderate, the Academic Achievement, is found to be at high level. Since, the future generation has to face more competitive world for their survival, the education systems objectives are to be revived in line with the present findings.

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